ED 446 211   AA 001 327

Resources in Education (RIE). Volume 36, Number 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 446 212   CE 080 703

The Insurance Educator, 1999-2000.
PUB DATE- 00
NOTE- 26p.; Published twice per year. Only one issue was published in 1999.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accident Prevention; *Classroom Techniques; Crime Prevention; High Schools; *Instructional Materials; *Insurance; *Learning Activities; Risk Management; *Safety; Safety Education; *Teaching Methods; Traffic Accidents; Traffic Safety

This packet contains three issues of "The Insurance Educator," a newsletter published for high school educators as a means to improve the understanding of insurance and its role in society through the education of teachers and students. Some representative articles include the following: "Protecting Your Bike from Theft"; "Tornadoes: Be Prepared"; "Driving Etiquette: Tips for Safer Drivers"; "Welcome Aboard: Florida State University"; "Job News"; "Homeowners Crossword Puzzle"; "What to Do after an Accident"; "Saving Money on Your Automobile Insurance"; "Nine Easy Ways to Frustrate Car Thieves"; "Risk Challenge Summary"; "Passengers Mean Danger for Teen Drivers";

IDENTIFIERS- *Australia

The methods used by Australian farm managers to obtain the skills and knowledge needed to manage their businesses were examined. Semi-structured telephone interviews were conducted with 85 farm owners/managers from South Australia, the Northern Territory, Queensland, Tasmania, and New South Wales. The farmers interviewed identified a wide range of learning sources in the following categories: (1) training (formal and nonformal educational activities); (2) people who are not part of a training activity (other farmers, acquaintances, employees, consultants, and other experts); (3) print, audio, visual, and electronic media; and (4) experience and observation. Most farmers consulted multiple learning sources before altering their management practices. The sources for learning varied according to the purpose of the learning. Training was used relatively more often by those changing their methods of keeping records. All 85 businesses surveyed had used knowledge or skills gained from participation in at least one organized education or training activity in their farm management practices, including when making changes to their practices. However, people were the most frequently cited learning source for all changes, including new enterprise and record-keeping changes. Women were more likely to report learning from experience, whereas men were more likely to use organized training activities as a learning source. (Contains 22 references.) (MN)

ED 446 230 CE 080 823

Sabatini, John P.; Daniels, Melanie; Ginsburg, Lynda; Limeul, Kelly; Russell, Mary; Stites, Regie

Teacher Perspectives on the Adult Education Profession: National Survey Findings about an Emerging Profession.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 00

NOTE- 54p.; Paper prepared for the Professional Development Kit (PDK) Project.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Educators; Comparative Analysis; Credentials; Educational Attitudes; Educational Environment; Educational Needs; Educational Practices; English (Second Language); *Faculty Development; Full Time Faculty; Job Satisfaction; National Surveys; Needs Assessment; Part Time Faculty; Questionnaires; Tables (Data); *Teacher Attitudes; Teacher Certification; Teacher Characteristics; Teacher Competencies; *Teacher Education; Teacher Effectiveness; Teacher Improvement; Teacher Qualifications; Teacher Surveys; Teaching Experience; Teaching Methods; *Teaching (Occupation)

IDENTIFIERS- General Educational Development Tests; *Professionalization of Teaching

Teacher perspectives on the adult education profession were examined in a national survey designed to improve understanding of the current cadre of "professional" adult educators and assess their experiences, needs, and preferences for professional development. A 31-item questionnaire, called the Professional Development Kit Needs Assessment, was distributed to each 466 adult education programs nationwide (five survey packets per program). The mailing of 2,330 questionnaires yielded 423 usable responses (response rate, 18%). The survey

Vocational Education and Training" (David L. Passmore); "Retraining for the Unemployed--An Up-hill Battle That Never Ends" (S.S. Kwong); "Manpower Planning in Hong Kong" (Anthony Cheng); "Identifying and Responding to Skills Shortages" (David L. Passmore); "Analysis of Training Needs for Employees of International Five-Star Hotels in Taipei, Taiwan" (Shu-Hsaio Tsen); "An Evaluation on the Effectiveness of a 9-Month Intensive Full-Time Program for the Unemployed" (Che Keung Yeung, Yuet Kueng Cadbury Chan, Lai Ling Lilian Chow, Yuen Bing Leung, King Chung Joseph Chow); "An Examination of the Concept of Providing Leadership Development for All Students as an Integral Part of Classroom Instruction" (Jerome I. Leventhal); "Contingency Theory Is of Little Value in Helping Leaders or Potential Leaders to Perform Successfully" (Eric Cheng); "Continuing Professional Development towards Employee Empowerment in Manpower Training: A New Domain of Organisational Strategy" (Joseph S.L. Yip); "Assessment and Preparation of Career and Technical Education Teachers: Implications for Curriculum Development" (Victor K.A. Gbomita); "What's Happening in Your Teacher Education Program?" (C. Gloria Heberley); "Stress Management for Teachers in Vocational Education and Training Sector" (Gloria Ching Wah Chan); "Mining Labour Market Information for Use in Developing an IT (Information Technology) Manpower Predictive Model" (Gar-yun Garry Suen); "Training for Betterment: A Model for Training of Professionals in a Diverse Organisation" (Freidoon A. Khavarpour, Bruno Golonesi); "E-Learning in Knowledge-Based Society" (P.F. Tsui, Ian K.M. Yue); "The Development of a Management Competency Model and a Development Centre" (Sara Wong); "Graph Theory, Job-Labour System and Manpower Planning" (Kwai Wing Leuung); and "Overview of Assessment and Quality Assurance on TVET (Technical and Vocational Education and Training) and a Proposal for Turkey" (Sabahattin Balci, Riza Gurbuz). Most papers contain substantial bibliographies. (MN)

ED 446 246 CE 080 846

International Issues. Paper Presentations: Session C.

PUB DATE- 00

NOTE- 64p.; In: Vocational Education and Training for Life Long Learning in the Information Era. IVETA International Vocational Education and Training Association Conference Proceedings (Hong Kong, China, August 6-9, 2000); see CE 080 842. Paper from Session C1 by Gerald Winnington-Ingram not included.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjustment (to Environment); Adult Learning; Comparative Analysis; Corporate Education; Corporations; Cross Cultural Training; Cultural Differences; Cultural Pluralism; Developed Nations; Developing Nations; Education Work Relationship; Educational Administration; Educational Improvement; Educational Needs; *Educational Policy; *Educational Practices; Educational Research; Employment Qualifications; Foreign Countries; Global Approach; Indigenous Populations;

IDENTIFIERS- Australia; Caribbean; Global Economy; Hong Kong; Impact Studies; Information Age; Multinational Corporations; Pacific Islands; Taiwan

This document contains eight papers from the international issues section of an international conference on vocational education and training (VET) for lifelong learning in the information

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Developed Nations; Education Work Relationship; Educational Environment; Educational Research; Foreign Countries; Informal Education; Job Skills; *On the Job Training; Organizational Climate; School Culture; *Teacher Role; Telephone Surveys; Theory Practice Relationship; *Trainers; *Vocational Education; Work Environment
IDENTIFIERS- Australia (New South Wales); Australia (South Australia); Australia (Victoria)

A study explored the role of the workplace trainer in the building of training/learning cultures in workplaces in Australia. Following a literature review, stage 1 data collection involved observations and interviews in 18 enterprises in New South Wales, Victoria, and South Australia where trainers were facilitating learning with one or two employees/learners. Five key functions and 32 trainer actions were identified and formed the nucleus of stage 2, a telephone interview survey of 350 workplace trainers. Findings indicated penetration and impact of workplace trainer competency standards were low; informal workplace training was very common; there was a high incidence of trainer actions related to encouraging self direction in learning in employees and structuring and shaping processes to accommodate learning; frequency of many trainer actions in the workplace was significantly mediated by context-specific factors; the majority of trainer actions did not directly match competencies in the training packet; and only very few respondents reported that juggling working and assisting others to learn was not an issue. Learning network theory provided a useful framework for rethinking the role of the workplace trainer. Implications relevant to the National Strategy for VET were concerned with quality of training provision, building a training/learning culture, and further research. (Appendixes include 62 references, instruments, and data.) (YLB)

ED 446 263 CE 080 876

Kearns, Peter; Papadopoulos, George
Building a Learning and Training Culture: The Experience of Five OECD Countries.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Developed Nations; Education Work Relationship; Educational Administration; *Educational Development; Foreign Countries; Government School Relationship; *Lifelong Learning; *Partnerships in Education; Policy Formation; *Public Policy; Technology; *Vocational Education
IDENTIFIERS- Australia; Germany; Great Britain; Netherlands; Sweden; United States

This study of policies, strategies, and practices designed to create a learning and training culture focuses on Britain, Germany, Sweden, the Netherlands, and the United States. Part I provides an overview of key contextual changes influencing development of policy for building a learning culture in the countries; sets out the approach adopted towards culture; indicates major themes in the interaction between contextual imperatives and culture in the countries; and gives an overview of general approaches to policy coordination as background to

Electronic Mail; Experiential Learning; *Flexible Progression; Foreign Countries; Higher Education; Information Retrieval; Information Seeking; Interactive Video; Internet; *Learner Controlled Instruction; Online Catalogs; *Online Systems; *Orientation; Program Development; Program Effectiveness; Teleconferencing; Workshops
IDENTIFIERS- Audiographics; Australia (Queensland); *Central Queensland University (Australia); Video Teleconferencing

Central Queensland University in Australia has developed an orientation program to introduce first-year university students to interactive teaching technologies. The program, called Passport to Flexible Learning, was organized in the form of workshops that run concurrently over a 5-day period during the university's orientation week. During the workshops, participants acquired hands-on experience with a range of interactive teaching technologies. During the workshops, students were required to complete the following activities: participate in large-screen and small-screen videoconferences, a teleconference, and an audiographic session; summarize the main points from a tutored video instruction lecture; communicate via e-mail; download data from the Internet; and search and locate information from on-line library catalogues. A total of 400 internal and external students and 20 academic and general staff from a number of faculties and divisions participated in the program. Upon successful completion of the program, students received a passport documenting their participation in a range of activities representative of the world of electronic classrooms. Students who completed the program credited the workshops with increasing their knowledge and basic understanding of communication technologies and greatly increasing their confidence in interfacing with various media and participating in learning involving interactive technology. (Contains 20 references.) (MN)

ED 446 280   CE 080 898

Roberts, Tim S.; Jones, David Thomas
Four Models of On-Line Teaching.
PUB DATE- 00
NOTE- 13p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Comparative Analysis; Computer Uses in Education; Delivery Systems; *Distance Education; Educational Technology; Foreign Countries; Instructional Effectiveness; Internet; *Models; Online Systems; Postsecondary Education; *Teacher Student Relationship; Teaching Methods; *World Wide Web
IDENTIFIERS- Australia (Queensland); *Central Queensland University (Australia); *Online Courses

Four models of online teaching are currently being used within the Faculty of Informatics and Communications at Central Queensland University in Australia. The naive model, which is the most widely used, may be characterized as "putting lecture notes on the World Wide Web" with no opportunities for interaction or feedback. The standard model attempts to make active use of the Web's technology by allowing a significant degree of communication and interaction between students and

(150)
DESCRIPTORS- Career Counseling; *Career Development; Career Planning; Counselor Training; Daily Living Skills; Education Work Relationship; *Educational Games; Foreign Countries; *Guidelines; Standards
IDENTIFIERS- *Canada

There has been a renaissance in the thinking about career development. It is becoming accepted that information is not enough; in addition to academic and technical skills, youth and adults need to learn life/work designing and building skills to become healthy, productive, and self-reliant citizens. Despite the fact that Canadian students have reasonable access to career information and guidance, rates for post-secondary education are not high and secondary school graduates are not prepared for work. Also, adult workers are encountering involuntary career transitions. The goals of career information delivery and career employment counseling are changing. Clients must be prepared for the likelihood that they will occupy several different types of jobs. The counseling focus must shift from helping people decide what they want to be to helping people learn the skills they need to become healthy, self-reliant citizens, able effectively to cope with the many work and other transitions they will encounter in their lives, and to maintain balance between work and life roles in rapidly changing labor markets. The Blueprint for Life/Work Designs provides competencies organized into three areas: personal management, learning and work exploration, and life/work building. The Real Game Series of developmentally-sequenced programs helps students at all levels as well as adults master the Guidelines/Blueprint essential life/work skills. (Contains 15 references.) (Author/MKA)

ED 446 299 CG 030 391

Meinert, Roland; Pardeck, John T.; Kreuger, Larry
Social Work: Seeking Relevancy in the Twenty-First Century.
PUB DATE- 00
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Mediated Communication; *Curriculum Development; *Educational Principles; Higher Education; *Professional Development; *Research Needs; *Social Work; Technology; Theory Practice Relationship
IDENTIFIERS- *Social Work Educators

This book provides a critical examination of the major issues that social work education and practice must confront if social work is to remain as a mainline profession. The book explores issues that are not normally covered in social work literature, such as the challenge of reconstructing the social work profession, the use of technology in social work, and the tension surrounding various social work education curriculums. Discussions are included on the many problems that the social work profession is facing: a lack of scholarly research, inadequate educational programs, and the use of hypertechnology to educate social work students. The book also examines the epistemological, theoretical, socio/technical, and practice directions that social work has branched into. Issues discussed include: examining real social work values by separating them from beliefs, preferences, norms, attitudes, and opinions; creating social work course outlines that incorporate practices developed around the world, allowing for more conceptual and

opportunity for counselors to learn by application. Activities are provided to allow the reader to practice school counseling program management in the relatively safe learning environment of the college classroom or a school counseling team planning session. Students can play the roles of counselor, student, parent, or administrator. Practicing counselors can use this handbook to involve individuals in the change process. It is based on a logical developmental approach. When they have completed this handbook, they will be prepared to organize and reorganize school counseling programs on a developmental, comprehensive basis. Chapter One is devoted to creating framework for programs. Chapter Two discusses the importance of working as a team in the comprehensive developmental school counseling model. Chapter Three helps the team conceptualize the process through use of a systems approach know as flowcharting. Chapter Four provides examples of program model. Chapter Five provides activities of the model. Chapter Six gives examples of instructional formats, lesson plans, and a list of curriculum resources. Chapter Seven discusses how to present a staff development workshop. Chapter Eight discusses how to gather support for the policies and procedures needed for the program. Chapter Nine provides a new perspective on public relations and considers Internet resources on this topic. Chapter Ten includes a conceptual framework for counselor support. Chapter Eleven discusses professional development and standards, and the work habits of effective people. Chapter Twelve contains information on conducting program evaluations. Chapter Thirteen discusses humanizing technology. Chapter Fourteen provides an example of a presentation to the school board about the comprehensive, developmental school counseling program. (Contains 36 figures, 104 references, and 5 appendixes.) (Author/JDM)

ED 446 319   CG 030 444

Cantor, Joanne
Media Violence and Children's Emotions: Beyond the "Smoking Gun."
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Cartoons; Childhood Attitudes; Children; Cultural Influences; *Emotional Response; Fear; Hostility; Interpersonal Relationship; *Mass Media; *Mass Media Effects; Media Research; Research Methodology; *Violence

This paper focuses on the reasons why media violence research is often misunderstood. First, it explains the methodological limitations of studying media violence and argues that these limitations are similar to those accepted in medical research. Second, it explores the role of emotional response that media violence can produce and possible techniques for redirecting its harmful consequences. Two areas of emotional research are explored: (1) media violence affects on desensitization and hostility; and (2) its contributions to children's fears and anxieties. The paper cites studies that indicate exposure to intense media violence increases hostile feeling in the short-term and can produce an enduring hostile mental framework that affects interpersonal relationships. It also cites research demonstrating the widespread contribution of media violence to

Education; *Emergent Literacy; Freehand Drawing; Oral Language; Play; *Writing (Composition)
IDENTIFIERS- ERIC Digests

This digest reviews children's writing development from sociocultural, generative, and developmental perspectives. The digest's first section deals with oral language, art, and children's early writing, noting that children use their drawing and talk to support their early exploration and use of print. The second section examines how, in addition to speech and drawing, play also characterizes children's early writing development. In the third section, the digest suggests that children often use their own names for their further learning in writing. The final section discusses learning to write in the elementary school years. It considers the changes that occur in children's writing as they actively explore various forms and functions, interact with other more competent writers in their community, and develop their awareness of an audience. (Contains 24 references.) (SR)

ED 446 342 CS 510 434

Chapin, John
Monkey See, Monkey Do? Sexual Attitudes and Risk Taking among Media Users.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Behavior; *Adolescents; *Adults; Attitude Measures; *Mass Media Effects; *Mass Media Use; Scholarly Journals; Surveys; Use Studies
IDENTIFIERS- Pennsylvania (West); *Risk Taking Behavior; *Sexual Attitudes

A review of 25 years of research in "Human Communication Research" indicated that the mass media are a significant source of learning and that the media can and do affect attitudes, which in turn influence behaviors. Based on a community sample, a study sought to extend such findings by establishing a direct link between media use, sexual attitudes, and risk-taking behaviors. Study participants were randomly selected from several communities in western Pennsylvania; 162 adolescents and adults anonymously completed the survey instrument. Overall media use was found to be related to a number of risk behaviors and to the age of first sexual encounters. Better indicators of risk behavior were attitudes toward the media, preference for sexually explicit films, listening to music, and viewing television. Findings suggest the need to study preferences for individual media within different context for different users, to establish a link between media use and risk behaviors. (Contains 3 tables of data and 27 references.) (Author/NKA)

ED 446 343 EA 029 799

Molnar, Alex
Sponsored Schools and Commercialized Classrooms: Schoolhouse Commercializing Trends in the 1990's.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English

PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Communication Problems; *Community Action; *Community Cooperation; Educational Improvement; Elementary Secondary Education; *Policy Formation; Public Schools; *School Effectiveness

This booklet is designed for anyone who is interested in bringing state policymakers and their constituents together to dialogue and deliberate about public education. It contains information about what community dialogue is, why state policymakers should be included in dialogue with members of the communities they represent, and how to successfully invite and encourage state policymakers to participate in a community dialogue on education. The booklet is useful if you are looking for a way to help people connect with their policymakers on an important education issue in their community, if you are organizing a community dialogue on education and you want to know how to successfully include state policymakers, and if you are considering how to make your next dialogue program even more satisfying. While this booklet does not contain specific information about how to organize or facilitate community dialogue programs, it does provide details about where to find these resources. (DFR)

ED 446 364 EA 030 652

Carnoy, Martin
Globalization and Educational Reform: What Planners Need To Know. Fundamentals of Educational Planning Series, Number 63.
SPONS. AGENCY- Swedish International Development Cooperation Authority, Stockholm.
PUB DATE- 99
NOTE- 102p.; For others in this series, see EA 030 623; EA 030 624; EA 030 625; EA 030 626; EA 030 628; and EA 030 653.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Decentralization; *Educational Change; Elementary Secondary Education; Financial Problems; Foreign Countries; *Global Education; *Information Technology; Instructional Systems; Labor Turnover; *Planning; *Privatization; Public Schools; Standards
IDENTIFIERS- UNESCO

What exactly is globalization, and how often does it manifest itself? What spheres of human activity does it affect, and how does it affect them? What implications does this phenomenon have for education systems and for educational planning? This booklet examines what globalization implies for the context in which education-sector work is carried out, and then proceeds to analyze how globalization comes to affect different aspects of the educational process. This book examines how globalization affects the labor market, the work organization, and the skills required. It then looks at the increased demands made on education systems at the same time as fewer resources are likely to be available from public sources for this sector. It also examines how globalization affects educational restructuring through decentralization, privatization, and the

Derlin, Roberta L.
Accountability Reporting Policy Implementation in New Mexico: Varied Influence of Multiple Models across Levels in the State Policy System.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Attainment; Elementary Secondary Education; *Policy Formation; *Principals; Public Schools; *Standards; *State Regulation
IDENTIFIERS- *New Mexico

It has been suggested that policy formation may be influenced by multiple models, institutional theories, rations models of policy, as well as policy perceived as an interpretive problem. This paper examines the history of accountability reporting and educational goals policy in New Mexico and recent evidence from school-level personnel in light of these multiple models. Semistructured interviews were conducted with district and school administrators in two urban and four rural school districts. Two of the rural districts were from the lowest spending districts and two from among the highest spending districts in the state. It was observed in the rural school districts that accountability reporting was most commonly assigned to an existing central-office staffer as an add-on responsibility. Urban districts were able to designate an individual with particular and primary responsibility for accountability reporting. As a result, central staffers in the urban districts were more fully informed about changes to the accountability system. An appendix contains the interview schedule. (DFR)

ED 446 387 EA 030 681

Spencer, Brenda L.; Webber, Charles F.
Education Reform in Alberta: Where Do We Go from Here?
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Action; *Educational Change; Elementary Secondary Education; Foreign Countries; *Global Education; *Internet; *Leadership; Leadership Training; Learning Experience; *Policy Formation; Public Schools; Social Values; *Technological Advancement
IDENTIFIERS- Alberta

This paper discusses what educational leadership might look like at the start of the 21st century, specifically within the context of Alberta. It also provides a brief synopsis of some of Alberta's major reforms of the past decade, and it presents some of the key findings and recommendations of a 1998 study entitled "An Analysis of Attitudes and Beliefs about Public Education in Alberta." It then links this work to the key

ED 446 408 EC 308 096

Thompson, Sandra; Thurlow, Martha; Parson, Lorien; Barrow, Sara
Initial Perceptions of Educators as They Work toward Including Students with Disabilities in Minnesota's High Standards. State Assessment Series, Minnesota Report 25.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Innovation; Elementary Secondary Education; *Inclusive Schools; Interviews; Mental Retardation; Questionnaires; Regular and Special Education Relationship; *Teacher Attitudes; *Teacher Expectations of Students; Teacher Surveys
IDENTIFIERS- *Minnesota

This report presents findings from an investigation of the perceptions, hopes, and fears of educators as they work toward including students with disabilities in Minnesota's High Standards. The findings are from questionnaires and interviews that were conducted from January to March 1999, with 90 educators across all grade levels from ten schools within a large suburban school district. This study is one of the first in Minnesota to look at emerging efforts toward standards-based reform for students with disabilities. Results of the study indicate: (1) expectations for meeting standards are higher for students with disabilities who are served primarily through general education than for those served primarily in special education resource rooms; (2) most students with mental impairments (developmental disabilities) are not expected to meet high standards; (3) few elementary age students with disabilities use accommodations; (4) educators who have received training on the implementation of high standards are more likely to implement the high standards; and (5) middle school teachers expected a great number of their students to meet high standards, worked with more students on using accommodations, and discussed standards with more Individual Education Program teams than teachers at other grade levels. (CR)

ED 446 409 EC 308 097

Minnema, Jane; Thurlow, Martha; Bielinski, John; Scott, Jim
Past and Present Understandings of Out-of-Level Testing: A Research Synthesis. Out-of-Level Testing Report 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Educational Testing; Elementary Secondary Education; Evaluation Methods; Guessing (Tests); Performance Factors; *Student Behavior; Student Evaluation; *Test Anxiety; Test Content; *Testing; Testing Problems
IDENTIFIERS- *Out of Level Testing

This report reviews the historical development of out-of-level testing, from its inception in Title I evaluation work during

NOTE- 16p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Cultural Pluralism; Culturally Relevant Education; English (Second Language); *Intercultural Communication; Multicultural Education; *Second Language Instruction; Second Language Learning

This article provides an account of some characteristics of the current situation of culture teaching in foreign language education. The focus is that existing approaches need to be revisited and redefined, because the superficiality characterizing the way culture is taught is not very helpful in raising learners' cultural awareness and developing their intercultural competence. It is argued that a more focused model that explores various aspects of the "How" and "Why" of the culture construct is required towards fostering understanding and acceptance of difference. Rather than aiming to attain a native-speaker-like level of competence, the essence of culture teaching should be extended to include illuminating how the world must not be viewed from a one-sided perspective. Learners need to learn to decenter and relativize their view of the world around them. This paper departs from the premise that language and culture embody and perpetuate different worldviews. The objective is to argue that one of the noble aims of culture teaching should be to develop intercultural competence that leads to empathy, openness and understanding vis-a-vis the target culture and its people. An approach to the study of language and culture that aims to explore what, how, and why culture can open a wide range of perspectives to the learner. (Contains 24 references.) (KFT)

ED 446 435 FL 026 449

Freeman, David E.; Freeman, Yvonne S.
Teaching Reading in Multilingual Classrooms.
PUB DATE- 00
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; *Check Lists; Elementary Secondary Education; *English (Second Language); Literacy; *Multilingualism; Phonemics; Phonics; *Reading Instruction; Reading Programs; Reading Skills; *Reading Strategies; Second Language Instruction; Second Language Learning

This book focuses on teaching reading in a multilingual setting. The book introduces core principles of effective reading practice, beginning with a definitive checklist grounded in a theory of reading. As the chapters progress, each item on the checklist is explained and illustrated in detail with examples of eight exemplary teachers who work effectively with mainstream, English-as-a-Second-Language (ESL), and bilingual students. Daily schedules, sample strategies, and lists of literature at different grade levels--both elementary and secondary -- help readers put the principles into practice. Chapter titles refer to understanding, valuing, supporting, promoting, and assessing reading, as well as talking, writing, In this listing of schools and programs, institutions are grouped according to the following categories: service learning; service provision; faculty involvement; student volunteerism; community in the classroom; applied research; and major institutional change. For each listing, the name of the institution, the program, and the president are presented, followed by a brief description of the program. An index of contact information is included. (SM)

ED 446 456   HE 032 912

Eckel, Peter; Green, Madeleine; Hill, Barbara; Mallon, William
Taking Charge of Change: A Primer for Colleges and Universities. On Change III: An Occasional Paper Series of the ACE Project on Leadership and Institutional Transformation.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; *Educational Change; Educational Economics; Educational Planning; *Higher Education; Institutional Environment; Institutional Mission; Institutions; Organizational Climate; Organizational Development; Planning; Resources; Strategic Planning; Systems Analysis; Universities

This document aims to help higher education leaders understand the complexities of change and find practical tools to get things done. It is a compilation of resources for academic leaders in the process of institutional change. The process of change requires the development of an agenda and a strategic framework for action. The first chapter outlines the context of change and explores from two perspectives the challenges of change in higher education. It concludes with a discussion of the values of higher education and the impact on the change process. The second chapter discusses recurring issues related to change in a college or university. The third chapter examines institutional culture and its role in institutional change. An annotated list of suggested reading is included. (HB)

ED 446 457   HE 033 125

Katz, Richard N., Ed.; Oblinger, Diana G., Ed.
The "E" Is for Everything: E-Commerce, E-Business, and E-Learning in Higher Education. EDUCAUSE Leadership Strategies, No. 2. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 120p.; Cover page varies. Sponsored by Pricewaterhouse Coopers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Computer Uses in Education; Distance Education; *Educational Change; Educational Technology; *Educational Trends; *Higher Education; *Internet; Technological Literacy; Technology Transfer; Trend Analysis
IDENTIFIERS- Electronic Commerce

The Educause Leadership Strategies series addresses themes related to information technology's influence on higher education. This second volume in the series explores how the "e-revolution" will affect higher education, particularly how

Sacks, David O.; Thiel, Peter A.
The Diversity Myth: Multiculturalism and Political Intolerance on Campus. Second Edition .
PUB DATE- 98
NOTE- 285p.; Foreword by Elizabeth Fox-Genovese.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Colleges; *Cultural Pluralism; Culture; Curriculum; Educational Trends; Ethnic Groups; Ethnicity; *Higher Education; Homophobia; Minority Groups; Multicultural Education; *Political Correctness; Sex; Sex Bias; Social Values; Universities

The "diversity myth" is the myth that universities are doing a good job promoting diversity on campus. Universities in America have promoted this "diversity myth" which belies the actual state of affairs in the nation's schools. Instead, universities have fostered conformity on campus, and stifled true diversity. This document, sponsored by the Independent Institute, uses Stanford University as a case study, and addresses the need for universities to rethink their methods of promoting diversity. It describes examples from both inside college and university campuses and in the outside world that suggest that economic diversity, political diversity, racial diversity, and intellectual diversity has decreased in recent years. Curriculum changes brought about to embrace multiculturalism have in fact eroded traditional academic standards, as they have sought to question traditional academia's focus on Western works and embrace multiculturalism. The authors suggest that only on an individual basis can the problems that have developed as a result of excessive political correctness in academia be solved. Elizabeth Fox-Genovese provides the foreword for this, the second edition. (AB)

ED 446 479 HE 033 233

Geiger, Roger L., Ed.
History of Higher Education Annual, 1999. Volume 19. Southern Higher Education in the 20th Century.
PUB DATE- 99
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Students; College Presidents; College Segregation; Educational Development; *Educational History; *Foundations of Education; *Higher Education; History; Institutional Advancement; School Desegregation; Secondary Education; Universities
IDENTIFIERS- Emory University GA; Tulane University LA; Twentieth Century; University of Georgia; University of South Carolina

The six papers in this annual volume on the history of higher education cover some of the changes that evolved over the years in various U.S. Institutions. The first paper is: "The Articulation of Secondary and Higher Education: Four Historical Models at the University of Georgia" (J. Patrick McCarthy), which discusses the efforts of trustees and faculty of the University of Georgia to shape secondary education in the state of Georgia. The second paper is "Guiding Desegregation: The Role of "the intelligent white men of the South," 1945-1954 (Melissa F. Kean). It examines the debate about the place of blacks on the campuses of three of the South's elite private universities between the end of World War II and the Supreme

NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Educational Environment; Educational Quality; Higher Education; *Minority Groups; Student Attitudes; *Student Development; *Student Experience; *Teacher Student Relationship
IDENTIFIERS- *Student Satisfaction

This study investigated how minority versus nonminority students performed on different measures of college progress, particularly as the two groups experienced the campus environment in different ways. The study also examined whether satisfaction with various aspects of the college environment affected student growth and development more in some outcome areas than others and whether differences existed between minority and nonminority responses. Satisfaction was measured in four areas (faculty-student relations, academic atmosphere, campus climate, and college experience) and compared to four types of college outcome (math and science development, intellectual and skill development, career development, and problem solving development). Full-time undergraduate students at one university completed the College Outcomes Survey, which asked about student background and status; the importance of certain college outcomes and progress made toward the outcomes; satisfaction or dissatisfaction with given aspects of the college; and how the college experience contributed to student growth. Student satisfaction with faculty-student relations, program quality, and campus environment closely related to student progress in specific areas. Observed relationships were the same for minority and nonminority students. In nearly every case, student satisfaction with various aspects of the college experience positively related gains made in college. (Contains 32 references.) (SM)

ED 446 503   HE 033 314

Rosenthal, Bill
Impact Analyses: Concepts and Methods. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Evaluation Methods; Higher Education; Program Effectiveness; *Program Evaluation; Research Methodology
IDENTIFIERS- *Impact Studies

This paper discusses impact studies, an emerging evaluation and planning strategy evolving from required USDA reporting for extension services and agricultural experiment stations to a framework for evaluation/assessment planning. Impact studies can be useful for evaluating unit and individual performance, resource allocation, and planning. In higher education, impact studies can be used to demonstrate how work done by people on campus is worth continuing and how the work merits support from

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Entrance Examinations; *College Freshmen; *College Preparation; Educational Assessment; *High School Graduates; High Schools; Higher Education; *Outcomes of Education; *Predictive Measurement; Private Education; Public Education; Statistical Analysis; Student Evaluation; Tables (Data); Trend Analysis; Undergraduate Students
IDENTIFIERS- *Maryland

This eighth annual Student Outcome and Achievement Report (SOAR) provides information that can be used to track high school student outcomes at the state level. The SOAR system collects information about college performance of new high school graduates in Maryland, including: remedial work needed in math, English, and reading; grades in first math and English courses; and cumulative grade point average. Data about students' high school experiences are drawn from the Scholastic Assessment Test (SAT) and the American College Testing (ACT) program. This report looks at students who graduated from a Maryland high school during the 1997-98 school year and who enrolled in a Maryland college or university during the 1998-99 academic year. All public two- and four-year campuses in Maryland and 11 state-aided independent institutions are included. The report contains four sections: the first examines the differences between college performance of students who did or did not complete a college preparatory curriculum in high school; the second presents the results of a multiple regression analysis which seeks to identify factors that best predict first-year college performance; the third examines trends in the data over the past five years; and the fourth, new to this year's report, presents the four-year graduation and transfer rates of students from Maryland community colleges and the five-year graduation rates of students from public four-year institutions on the basis of whether or not they took a college preparatory course of study in high school. Thirty-five tables summarize the data. (CH/EV)

ED 446 524 HE 033 356

Performance Indicators in Higher Education in the UK, 1997-98, 1998-99. Report.
PUB DATE- 00
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; Comparative Analysis; Foreign Countries; *Higher Education; *Institutional Evaluation
IDENTIFIERS- *Performance Indicators; United Kingdom

This is the second publication in an annual series providing performance indicators relating to higher education in the United Kingdom. The report is based on data from the academic years 1997-98 and 1998-99. The indicators are provided for the 169 publicly funded institutions of higher education in the UK and are presented in 7 tables. Indicators address: access, low-participation neighborhoods, non-continuation rates, projected outcomes and efficiencies, module completion rates, and research outputs. The report consists of an introduction, description of changes since last year, description of the indicators, summary of results by sector, and tables containing the performance indicators and instructions on how to use them. Several appendices provide definitions and technical

Literacy Education; Marketing; Military Personnel; *Relevance (Education); Retirement; Retraining; School Business Relationship; Small Businesses; Summer Programs; Teacher Certification; Teacher Improvement; Technology Transfer
IDENTIFIERS- Diversity (Groups); Environmental Management; Globalization; Public Safety

This publication highlights several college and university continuing education programs that help strengthen connections between campuses and workplaces. The programs came from a survey on workforce development programs collected in 1993. An introduction, "The Knowledge Connection," explains what the knowledge connection is and how colleges and universities help develop the nation's workforce for current and future challenges. Chapter 1, "Preparing for Work," discusses innovative strategies in programs instituted by colleges and universities related to breaking the cycle of dependency, completing high school, fostering English language skills, and transitioning to four-year institutions. Chapter 2, "Staying Occupationally Relevant," discusses teacher certification, environmental management, health professions, public safety, and retreading engineers. Chapter 3, "Qualifying for the Economy's New Jobs," discusses coping with mid-career transition, assisting dislocated Americans, managing technological change, supporting workforce diversity, converting defense to non-defense needs, retraining military personnel, technology transfer and commercialization, and information sciences. Chapter 4, "Operating on One's Own," examines small business programs, programs for entrepreneurship, and working beyond retirement. Chapter 5, "Functioning Transnationally," examines international management and marketing, transnational exchange programs, and summer institutes for professionals. Chapter 6, "Looking to the Future," discusses challenges to ensuring obligations implicit in a knowledge society. (SM)

ED 446 545 HE 033 381

Sinfield, Sandra
Do Study Skills Empower Students? An Exploration of the Early Childhood Studies Scheme's YC100 Study Skills Module Placed within the Wider Institutional Context of the University of North London: Student Responses to a Study Skills Programme Designed To Empower Them within the Academic Environment.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the European Conference on Quality in Early Childhood (EECERA) (10th, London, England, United Kingdom, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Early Childhood Education; Foreign Countries; Higher Education; Nontraditional Students; Preservice Teacher Education; Program Effectiveness; Program Evaluation; Self Esteem; Student Attitudes; *Student Empowerment; Student Needs; *Study Skills
IDENTIFIERS- England

This paper examines the effectiveness of the University of North London's Early Childhood Studies Scheme (ECSS), exploring student characteristics and how its YC100 Study Skills module addressed students' needs. The module empowers nontraditional ECSS students by building a self-confidence and skills infrastructure that teaches them how to study, learn, and communicate in school. Five students participated in the study.

ED 446 565   HE 033 405

Holtschneider, Dennis H.; Morey, Melanie M.
Relationship Revisited: Catholic Institutions and Their Founding Congregations. Occasional Paper.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Church Related Colleges; *Governance; Higher Education; Private Colleges
IDENTIFIERS- *Church Members; Sponsors

A decline in the number of members of congregations or orders working at Catholic colleges and universities has left lay people as the primary stewards of Catholic higher education. A restructuring that began in the late 1960s established formalized, shared-governance relationships in which most congregations turned over ownership of colleges to lay-controlled boards of trustees. Now, a new wave of shared governance is sweeping these institutions, which enroll 670,000 students at 230 institutions. According to Relationships Revisited, a survey of presidents and congregation heads of all U.S. Catholic colleges, most institutions have revised their governance structures in recent years to respond to a diminishing ability to fill faculty and administrative positions with committed members of the sponsoring congregations, whose numbers have steadily decreased. To soften the impact of the loss of sisters, priests, and brothers working on campus, these new structures are designed to perpetuate the congregation's involvement in major collegiate decisions. Increasingly, the influence once provided by large numbers of religious permeating all aspects of campus life is giving way to governance controls exercised by congregational leadership. Current efforts to retain congregational involvement in governance are inadequate, given the seriousness of the congregational decline. (SM)

ED 446 566   HE 033 406

Fretwell, E. K., Jr.
System Heads, Boards, and State Officials: More than Management. Occasional Paper.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.; William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board Administrator Relationship; College Administration; *College Presidents; Governance; *Governing Boards; Higher Education; *Leaders; *Leadership; Public Colleges; State Colleges; State Government

This paper examines system leadership and the role of system heads, using data from interviews of state system leaders (board members and chief executives), as well as campus heads and selected state and association officials. System heads have crucial responsibilities within public higher education. The relationship between board members and system heads has changed considerably in recent years, forcing executives to contend with new and long-standing challenges. Factors to consider

DESCRIPTORS- *College Planning; Equal Education; Higher Education; Long Range Planning; Mission Statements; Needs Assessment; *State Colleges; *Strategic Planning
IDENTIFIERS- *Alabama Commission on Higher Education

In 1995 the Alabama Commission on Higher Education developed a new 5-year plan for higher education that emphasized cooperation among all stakeholders. The plan is designed to focus attention on important strategic issues facing Alabama higher education and the state, and to forge new or enhanced relationships to work cooperatively toward common goals and issue resolution. In establishing the framework for higher education planning, it is necessary to consider the current system of higher education in the state, the shared-power environment for issue resolution, and trends and issues likely to affect higher education. The Commission establishes, in this document, five goals for Alabama higher education: (1) access; (2) cooperation; (3) excellence; (4) responsibility, and (5) responsiveness. The strategic issues facing Alabama higher education for the 1996-2000 planning period include finding ways to demonstrate educational and financial accountability and ways to respond to demands for educational needs and services. Another strategic issue is that of identifying and addressing access, completion, and equity issues. Some actions are outlined to work on each of these strategic issues as the Alabama system of higher education responds to the needs of students and society through wise stewardship of state resources. (Contains 32 references.) (SLD)

ED 446 587 HE 033 427

A Commitment to Students, Community and Society: An Action Agenda for the Nation's Public Four-Year Comprehensive Colleges and Universities.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Advocacy; Agenda Setting; *College Planning; Communication (Thought Transfer); *Equal Education; Higher Education; Inclusive Schools; Participation; Public Colleges; *State Colleges; *Strategic Planning
IDENTIFIERS- *American Association of State Colleges and Univs; Quality Assurance

This action agenda for public 4-year comprehensive colleges and universities calls on these institutions to focus on what they do best, to ensure that they remain accessible and affordable, to communicate their vision and success, and to continue to provide higher education opportunities that ensure an educated citizenry. To ensure their continued responsiveness and success, action is needed in four core areas: (1) quality assurance; (2) public engagement; (3) access and inclusion; and (4) communication and advocacy. To ensure the quality of the educational product, college and university presidents and chancellors will have to establish a climate that demands quality, develop the resources to support it, and work for assessment and accountability. To ensure public engagement, it will be necessary to work for better education at elementary and secondary levels and work closely with communities and businesses. Access and inclusion must be addressed through a variety of approaches so that students receive equal educational opportunities regardless of race and social status. Better communication and advocacy will ensure that the public point of departure for a sustained discussion of academic ethics, this book explores how concealment, secrecy, and deception contribute to the building of academic reputation and how the balance of knowledge and power in a collaborative relationship influences the attribution of authorship and intellectual authority. The chapters are: (1) "'Translated and Edited by Hans H. Gerth and C. Wright Mills': The Weber Project"; (2) "The Precedence Dispute; November 1944-June 1946"; (3) "Credit, Contracts, and the Ethics of Publishing"; (4) "Mills Ascending: The Young Careerist"; and (5) "Hard Times in America: The Tribulations of Hans Gerth." (Contains 267 endnotes.) (SLD)

ED 446 607   HE 033 448

Lieberman, Devorah, Ed.; Wehlburg, Catherine, Ed.
To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development, Volume 19.
PUB DATE- 01
NOTE- 386p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *Educational Improvement; Higher Education; *Organizational Development; *Professional Development

The chapters in this collection explore current and new trends in the field of faculty development. The first section is devoted to issues that will be of interest at the beginning of the 21st century. The second section considers how students learn and the roles faculty developers play in this process. Section 3 focuses on the faculty developer's role in delivering support to faculty in their efforts to achieve professional development. The chapters are: (1) "Fostering the Scholarship of Teaching and Learning: Communities of Practice" (B. Cambridge); (2) "Transitions and Transformations: The Making of Department Chairs" (I. Hecht); (3) "Education for Responsible Citizenship: A Challenge for Faculty Developers" (T. Ehrlich); (4) "A Prophet in Your Own Land? Using Faculty and Student Focus Groups To Address Issues of Race, Ethnicity, and Gender in the Classroom" (J. Bonilla and P. Palmerton); (5) "Faculty Learning Communities: Change Agents for Transforming Institutions into Learning Organizations" (M. Cox); (6) "Doing Faculty Development As If We Value Learning Most: Transformative Guidelines from Research to Practice" (T. Angelo); (7) "Higher-Level Learning; The First Step toward More Significant Learning" (L. Fink); (8) "Clarity in Teaching in Higher Education: Dimensions and Classroom Strategies" (N. Hativa); (9) "Preparing Today's Faculty for Tomorrow's Students: One College's Faculty Development Solution" (P. Nellis, H. Clarke, J. DiMartino, and D. Hosman); (10) "After Twelve Years of Teaching the College Teaching Course" (M. Paulsen); (11) "Faculty Development That Transforms the Undergraduate Experience at a Research University" (K. Smith); (12) "The Case for Sophisticated Course Syllabi" (M. Strada); (13) "The Role of a Teaching Center in Curricular Reform" (C. Cook); (14) "Technology and the Culture of Teaching and Learning" (S. Courtney); (15) "Developing New Faculty: An Evolving Program" (G. Pierce);(16) "Publish, Don't Perish: A Program To Help Scholars Flourish" (T. Gray and J. Birch); (17)

ED 446 630 HE 033 476

Unified Budget Recommendations for Fiscal Year 1999-2000.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; *Educational Finance; *Higher Education; Operating Expenses; Public Education; Resource Allocation; State Aid; State Colleges; State Departments of Education; State Universities; Tables (Data)
IDENTIFIERS- *Alabama; *Alabama Commission on Higher Education

This report, submitted to the Alabama legislature, is the result of an evaluation by the Alabama Commission on Higher Education of the budgets submitted by the state's senior public institutions of higher education and by its Chancellor of the Community, Junior, and Technical Colleges. At its meeting of December 11, 1998, the Commission made several recommendations regarding funding for Alabama's colleges for FY 1999-2000 which are conveyed in this report. Its sections are: (1) "1999-2000 Unified Budget Recommendations Executive Summary"; (2) "Higher Education Unified Budget Recommendation Program Detail: 1997-98 and 1998-99 Appropriations, 1999-00 Requests, Regional Standards, and Recommendations"; (3) "Funding Formulas and Unified Budget Recommendation Process"; (4) "Funding Formula Supporting Data--All Public Institutions"; and (5) "Critical Capital Needs--Alabama Public Higher Education." The bulk of the report is presented in data tables. (EV)

ED 446 631 HE 033 477

Swartz, Patti Capel; Hardesty, Constance
Putting the Pieces Together: Teaching in Tandem about Race, Class, Ethnicity, and Gender at an Appalachian Regional University.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consciousness Raising; Higher Education; *Social Attitudes; Sociology; *Teacher Collaboration; Team Teaching; Writing Instruction

This paper describes an effort to coordinate teaching in two college classes--an Introduction to Sociology class and a Writing II class--to focus on issues of entitlement, such as race, ethnicity, class, gender, and sexuality. The tandem effort was designed to encourage students to explore the subjects more deeply than would have been likely in one class alone. In addition to description of the teaching effort, the paper includes discussion of linking macro-level studies with micro-level experiential essays, timing of the course material, using Appalachian and class inequality as a framework for understanding other forms of oppression and the integration of oppressions, and reinterpreting Christianity to challenge rather than justify inequality. The paper concludes that pairing the writing and sociology courses, while not entirely successful in ridding all students of entrenched belief systems that reinforce oppression, makes the task more enjoyable and effective. (EV) values and the different value systems of outside groups must be found. External partnerships should not be limited to the local community. Emphasis should be placed on building an infrastructure for collaboration on international outreach. The social value of colleges and universities to prepare young people for their roles in society as it exists today and creating a new and potentially better society must be acknowledged. (Contains 11 references.) (EMS)

ED 446 652   HE 033 504

Kezar, Adrianna J.
Faculty: ERIC Trends, 1999-2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 12p.; For related documents, see HE 033 500-506.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Aging in Academia; *College Faculty; *Diversity (Faculty); Doctoral Programs; Educational Technology; *Educational Trends; Faculty Development; Faculty Evaluation; Faculty Promotion; *Faculty Workload; Full Time Faculty; *Higher Education; Nontenured Faculty; Part Time Faculty; Tenured Faculty; Trend Analysis

Educational Research Information Center (ERIC) Trends are analyses of higher education literature contained in the ERIC database, describing major concerns in institutional practice. There has been little real change in the literature on faculty in the last 5 years. Workload for faculty remains higher than many professions, and faculty often experience acute conflict as a result of the various roles they must assume. Advocates for new approaches continue to propose new visions. Some newer trends in the literature that higher educators need to be aware of include: (1) the new faculty: older, not more ethnically diverse; (2) internationalized faculty; (3) growth of part-time/contractual faculty; (4) new definitions of research: technology, application, and revenue generation; (5) fall of tenure and rise of productivity/workload; (6) collective bargaining; (7) rewarding service and the scholarship of teaching; (8) aligning priorities/rewards and mission; and (9) restructuring doctoral programs. Every aspect of the faculty role is being reconceptualized. Workload, attacks of tenure, changing roles, and lack of diversity among faculty have been themes throughout the 1990s. The restructuring of doctoral programs, the scholarship of teaching, and the rewarding of service show promise for assisting in this time of transition. However, the rise in part-time and contract faculty, the growing antagonism represented in the growth of collective bargaining, and the lack of diversification of faculty represent serious looming problems. These interrelated issues need to be examined together, as they typically are engaged. (Contains 22 references.) (EMS)

ED 446 653   HE 033 505

Kezar, Adrianna J.
Students: ERIC Trends, 1999-2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 11p.; For related documents, see HE 033 500-506.

Teaching Alone, Teaching Together: Transforming the Structure of Teams for Teaching. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 258p.; Produced by James L. Bess and Associates.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cognitive Style; Discussion Groups; *Educational Assessment; Higher Education; Instruction; Knowledge Level; Lecture Method; Mentors; Research; *Student Experience; *Teacher Effectiveness; *Teacher Motivation

This is a book about the organization of teaching, the connections among the tasks of teaching and among the teachers themselves and about faculty motivation and commitment. Emphasis is placed on the following seven domains: (1) pedagogy; (2) research; (3) lecturing; (4) leading discussions; (5) mentoring; (6) curricular-cocurricular integration; and (7) assessment. The chapters are: chapter 1 "Tasks, Talents, and Temperaments in Teaching: The Challenge of Compatibility" (James L. Bess); chapter 2 "The Pedagogue: Creating Designs for Teaching" (Janet Gail Donald); chapter 3 "The Researcher: Generating Knowledge for Team Teaching" (John Braxton, Marietta Del Favero); chapter 4 "The Lecturer: Working with Large Groups" (Alenoush Saroyan); chapter 5 "The Discussion Leader: Fostering Student Learning in Groups" (Richard Tiberius, Jane Tipping); chapter 6 "The Mentor: Facilitating Out-of-Class Cognitive and Affective Growth" (Michael Galbraith, Patricia Maslin-Ostrowski); chapter 7 "The Integrator: Linking Curricular and Cocurricular Experiences (Thomas Grace); chapter 8 "The Assessor: Appraising Student and Team Performance" (Bruce Speck); chapter 9 "Integrating Autonomous Professionals through Team Teaching" (James L. Bess); and chapter 10 "The Future of Teacher: Creating a New Academic Identity" (James L. Bess). (EMS)

ED 446 672 HE 033 524

Choy, Susan P.
Debt Burden Four Years after College. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 00
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; *Debt (Financial); *Economic Impact; *Educational Finance; Expenditures; Higher Education; Income; *Loan Repayment; Money Management; *Paying for College; Student Loan Programs; Tables (Data)

This study examines the debt of 1992-93 bachelor's degree recipients in light of their financial circumstances in 1997, approximately 4 years after they earned their degrees. First, it reviews the amount they borrowed as undergraduates, including amounts borrowed through student loan programs, from parents, and from other private sources. It also describes any additional borrowing by those who had enrolled in a graduate degree program. Next, it examines the progress that borrowers had made in repaying their loans by 1997. Finally, the study describes their debt burden by examining the relationship between student loan payments and income and by searching for other indications of the impact of borrowing. Borrowers at various levels are compared to nonborrowers in terms of their

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Higher Education; *In State Students; Out of State Students; Residence Requirements; *Student Costs; *Tuition; *Undergraduate Students
IDENTIFIERS- *California; California State University; University of California

This factsheet describes the charges paid by undergraduate resident students at California's public colleges. The state charges its own residents less to attend its public colleges than it charges nonresidents, but it does charge systemwide fees and mandatory campus-based fees. These fees help support student services, but California has sought to avoid charging resident students for the direct cost of instruction, which it charges as "tuition" to nonresident students. Residency is defined by a state statue. In 1999-2000, the University of California was charging undergraduate California residents an average of $3,903 in mandatory fees, making the total $1,154 less than the average fee charged by the four public universities with which the University compares itself on faculty salaries. The California State University was charging its students an average of $1,830 in mandatory fees. Two graphs show how the charges for California residents have changed over the fiscal years since 1977-1978. (SLD)

ED 446 692 HE 033 546

Riddle, January
Crisis or Turning Point? The Frustrations and Transformations of the Mid-Life Education Doctoral Student. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 60p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE) (Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Doctoral Programs; Education; *Graduate Students; Graduate Study; Higher Education; *Student Attitudes; Student Characteristics
IDENTIFIERS- Grounded Theory

Using grounded theory, this study examined the experiences and perceptions of education doctoral students, aged 40 to 57, as they communicated them. Twenty-one mid-life students in 9 universities throughout the United States and 1 in Canada comprised the sample. Consistent with systems theory, the holistic research used in both questionnaires and in-depth telephone interviews included the multifaceted experiences of the respondents. Examined categories included: (1) decision to enter; (2) admissions process; (3) early classroom admissions; (4) socialization and acclimation; and (5) balance of work, family, and student roles. Findings indicate that mid-life doctoral students exhibit many characteristics of the adult learner while also maintaining characteristics unique to this mid-life doctoral demographic. (Contains 46 references.) (SLD)

ED 446 693 HE 033 547

Nazeri, Janet Lea; Nazeri, Mehdi
Desegregation and Diversity: The Paradox of a Historically Black

questions as appropriate. The presentation first considers why a student should go to college or career school, then how to pay for college or career school, and finally, how to apply for federal student financial aid. The application process is broken down into six steps: (1) complete your tax return; (2) complete the Free Application for Federal Student Aid; (3) contact other sources of financial aid; (4) review your Student Aid Report, (5) review your award letter; and (6) determine how you are going to pay your Expected Family Contribution and unmet need. The final section offers guidelines for planning a financial aid awareness program which address: selecting a location and facility, selecting a date, selecting a time, selecting a presenter, ordering publications and handouts, and program announcement and notification. An event planning checklist is attached. (DB)

ED 446 714 HE 033 569

Student Profiles, 2000: The Latest in a Series of Annual Factbooks about Student Participation in California Higher Education.
PUB DATE- 00
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; *College Freshmen; *College Students; Community Colleges; Data Analysis; Demography; *Enrollment Rate; High School Students; High Schools; Higher Education; *Outcomes of Education; Private Colleges; Public Colleges; State Universities; Student Participation; Tables (Data); *Transfer Students
IDENTIFIERS- *California

This factbook presents graphs and statistical tables summarizing the characteristics of California students attending public and independent colleges and universities as well as trends in these characteristics, including enrollment, transfer, and program completion. The report is divided into six sections: (1) high school students - information about the number of public and private high school graduates, their origin and academic preparation by region, and their college-going rates; (2) all postsecondary students - information about total student enrollment in California's colleges and universities including comparative data over the last decade; (3) first-time freshmen - data regarding their college-going rates in the California public sector as well as demographic data and a comparison with freshmen in the whole country; (4) transfer students - data on students transferring from community colleges to California universities as well as from other systems; (5) student outcomes - e.g., number of degrees and certificates, graduation rates, and student attrition; and (6) area-specific student data - high school graduates and college-going rates by California county and on community college transfer students. (DB)

ED 446 715 HE 033 570

Wilson, Vicki A.
Making the Move: The Transition from Graduate Student at a Ph.D.-Granting University to New Faculty Member at a Small, Private, Liberal Arts College.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY,

"Volunteers Help Protect Children from Natural Disasters"; and "How to Choose a Safe Car for your Teen." The newsletters include ideas for teachers and classroom activities for teaching about insurance and safety. (KC)

ED 446 213 CE 080 711

Proceedings of the Annual Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education (14th, Wheaton, Illinois, October 12-14, 1995).
PUB DATE- 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Educators; Adult Literacy; *Adult Students; Arabs; Community Education; Continuing Education; Cultural Context; Culture Conflict; Distance Education; *Educational Attitudes; Educational Practices; Educational Research; Folk Schools; Foreign Countries; Higher Education; Inservice Teacher Education; *Literacy Education; Mentors; Metacognition; Nurses; Older Adults; Performance Factors; *Professional Development; *Teacher Attitudes; Teaching Methods; Theory Practice Relationship; Whole Language Approach
IDENTIFIERS- Guyana; Highlander Folk School TN; Taiwan

This document contains 33 papers from a conference on research in adult, continuing, and community education. Representative papers include the following: "Highlander Folk School: A Commune Based on Intellectual Property" (Keith B. Armstrong, Donna J. Martin); "Women, Welfare and Mandated Education: An Analysis of Single Mothers' Meaning of Learning and its Relevance to Successful Programming" (Irene C. Baird); "Metacognition, Metamemory, and Commitment to Change Strategy: Enhancing Adoption of Innovation of Staff Development" (Cynths S. Blodgett-McDeavitt, John M. Dirkx); "Planning Adult Basic Education within a Lifelong Education Framework: Insights from Taiwan: (Yau-Jane Chen); "Continuing Education Program Administration: A Study of Competent Performance Indicators" (Peter S. Cookson, John English); "The LEPP Model: A New Approach to Planning Adult Education Programs" (Peter S. Cookson); "Older Adult Basic Education Needs and Activities from a Developmental Perspective" (James C. Fisher); "Teaching Adults to Write: A Situated Activity" (Catherine A. Hansman-Fergusin, Arthur L. Wilson); "Developing a Mentoring Program Improvement Evaluation Model" (John A. Henschke); "Aspects of Arab Culture Affecting Adult Learners: Gender, Class, and Religious Issues" (Jenny Hopkins); "Whole Language and Adult Literacy" (Jiazhen Hu); "Teacher Beliefs about Staff Development via Distance Education: A Research Approach in Planning Practice" (Ruth Schmidle Lavin, John M. Dirkx); '"Delivering University Adult Education in a Contested Political and Ethnic Environment" (Winston Lawrence); "Incorporating Self-Directed Learning into the Classroom" (Huey B. Long); "Toward a Theory of Learning Science for Scientific Literacy among Professional Educators" (Daniel R. Olson); "Goal Setting for the 21st Century: A Study of Public Perceptions of Adult Basic Education" (Richard A. Orem, Patricia Hunsaker); "Metacognitive Dimensions of the Selection and Use of Learning Strategies by Adult College Students and Traditional Age College Students" (Mary Ann Rasnak); and "Preparation for Peer Mentoring: A Pilot Project" (Susan Timm, Keith Armstrong, revealed a striking degree of similarity between the preparation and experience of adult basic education, General Educational Development, and English-as-a-second-language teachers. Nearly half those surveyed stated that the primary purpose of professional development activities should be to provide teachers with classroom techniques that they could use immediately. The respondents' highest professional development priorities were as follows: add to instructional skills, add to knowledge of teaching adults, improve knowledge of how people learn in content areas; learn to incorporate technology into instruction; learn how other teachers conduct their practice; and improve classroom management skills. Eighty-eight percent of respondents believed that they made the correct decision when deciding to become an adult education practitioner. (The bibliography lists 19 references. Fifteen tables/figures and the survey instrument are appended.) (MN)

ED 446 231   CE 080 825

Wilson, Arthur L., Ed.; Hayes, Elisabeth R., Ed.
Handbook of Adult and Continuing Education. New Edition.
PUB DATE- 00
NOTE- 735p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Adult Education; Adult Educators; *Adult Learning; Adult Literacy; Adult Students; Classroom Techniques; College Programs; Community Colleges; *Continuing Education; Correctional Education; Critical Thinking; Definitions; Distance Education; *Education Work Relationship; Educational Administration; Educational History; Educational Policy; Educational Research; Educational Technology; English (Second Language); Evaluation Methods; Experiential Learning; Global Approach;
IDENTIFIERS- Contextual Learning; Contextualized Instruction; Contextualized Learning Environments; Critical Inquiry; Learning Society; *Professionalization of Teaching

This handbook presents the perspectives of more than 60 leading authorities on the study and practice of adult and continuing education. The following are among the papers included: "A Selective History of Adult Education Handbooks" (A.L. Wilson, E.R. Hayes); "The Concept of Critically Reflective Practice" (Stephen D. Brookfield); "Linking the Individual Learner to the Context of Adult Learning" (Rosemary Caffarella, Sharan B. Merriam); "Learning from Experience in Adult Education" (Nod Miller); "Adult Learning for Self-Development and Change" (Mark Tennant); "Discourses and Cultures of Teaching" (Daniel D. Pratt, Tom Nesbit); "The Invisible Politics of Race in Adult Education" (Juanita Johnson-Bailey, Ronald M. Cervero); "Cultures of Transformation" (Ann K. Brooks); "From Functionalism to Postmodernism in Adult Education Leadership" (Joe F. Donaldson, Paul Jay Edelson); "Adult Learning and Technology" (Carol E. Kasworm, Carroll A. Londoner); "Adult Literacy" (Eunice N. Askov); "Moving beyond Performance Paradigms in Human Resource Development" (Laura L. Bierema); "Putting Meaning into Workplace Learning" (Tara J. Fenwick); "Adult Education in Rural Community Development" (Lillian H. Hill, Allen B. Moore); "Exploring 'Community' in Community College Practice" (Iris M. Weisman, Margie S. Longacre);

era. The following papers are included: "The Impact of Globalisation and the Changing Nature of Work on Vocational Education and Training" (Chris Robinson); "In Search of a Governance Framework of Vocational Education and Training for the 21st Century: An International Comparative Study" (Humphry Hung); "Cross Border Activities to Strengthen Technical and Vocational Education and Training Systems in the Information Era" (L. Efison Munjanganja, Di Booker, Sarah Hayman); "The Competency of Cross-Culture of Expatriates in the Multinational Corporation" (S.T. Tsai, Shu-Hsaio Tsen); "Provision of Professional Training to Meet Global Procurement Challenges in Hong Kong" (Josephine C.S. Kea); "From 20th Century Education and Training to 21st Century Skills Enhancement" (Archibald M. Fleming); "Regional Integration of TVET (Technical and Vocational Education and Training) Systems among Small Island States: Caribbean Initiatives" (Tom McArdle); and "Thirsty Horses and Public Waterholes" (Joyce Marie Turnbull). Most papers contain substantial bibliographies. (MN)

ED 446 247   CE 080 847

IT Information Technology in Vocational Education and Training. Paper Presentations: Session D.
PUB DATE- 00
NOTE- 100p.; In: Vocational Education and Training for Life Long Learning in the Information Era. IVETA International Vocational Education and Training Association Conference Proceedings (Hong Kong, China, August 6-9, 2000); see CE 080 842.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Business English; Computer Software; Computer Uses in Education; Conventional Instruction; Delivery Systems; Distance Education; Education Work Relationship; Educational Administration; Educational Change; *Educational Policy; *Educational Practices; Educational Research; Educational Technology; Educational Trends; English (Second Language); Foreign Countries; Futures (of Society); *Information Technology; Integrated Curriculum; International Cooperation; International Educational Exchange; International Programs; Internet; *Job Training; *Lifelong Learning; Models; Multimedia Instruction; Nontraditional Education; Nontraditional Students; Online Systems; Open Education; Pilot Australia; Distributed Cognition; Hong Kong; Impact Studies; Information Age; Sweden; United States
IDENTIFIERS- Australia; Distributed Cognition; Hong Kong; Impact Studies; Information Age; Sweden; United States

This document contains 15 papers from the information technology (IT) in vocational education and training (VET) section of an international conference on VET for lifelong learning in the information era. The following papers are included: "Adapting the System of Continuing Vocational Education for the 3rd Industrial Revolution--Experiences from the Swedish Pilot Project with AVE (Advanced Vocational Education)" (Mats Lindell); "A Flexible Investment: The Australian VET Sector's Framework for Applying New Technologies in Learning" (Sandra Lerch, Peter Le Cornu); "E-Portfolio: More Than an Electronic Resume" (N. Faye Angel); "A Joint Venture in Distance Education Program between Hong Kong and Australia" (Fun-ting Chan, John Messing); "An Evaluation of a Model Multiple Site Distance Learning Program for Non-traditional Students" (Dale E. Thompson, Betsy Orr, Kit Brooks, Cecelia Thompson); "How to specific policies adopted. Part II analyzes two dominant themes in the general directions for policy in building a learning and training culture: building infrastructure, partnership, and community and developing active access strategies in a lifelong learning perspective. Part III focuses on five policy areas significant in national strategies to build a learning and training culture that relate to ensuring that foundations, incentives, information and marketing, role of technology, and private sector practices are linked. Part IV is a summary of main findings and implications for Australia that point to the need for a new phase in vocational education and training development that addresses the imperatives of the new economy, strengthens linkages between VET and other sectors of education and training, and has an overall demand-side orientation in policy. (Appendixes include 117 references and country overviews.) (YLB)

ED 446 264 CE 080 877

Kump, Ann; Petersen, Pat; Fruin, Jerry; Koritko, Laurie; Ramsburger, Peter
Tests and Other Assessments: Helping You Make Better Career Decisions.
PUB DATE- 99
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; *Career Choice; Career Education; Career Exploration; Career Guidance; *Career Planning; *Decision Making; Disabilities; Educational Certificates; Employment Services; Interest Inventories; *Occupational Tests; Performance Tests; Personality Measures; Scores; Student Certification; *Test Coaching; *Test Wiseness
IDENTIFIERS- Americans with Disabilities Act 1990

This guide is designed to help the user better understand the different types of career assessments and how the user and others may want to use them to make career decisions. Information is presented in question and answer format. These topics are covered: how assessment tests can help; how assessments are used by counselors and employers; how tests can help one get licensed or credentialed for a job; what some different kinds of tests and assessment tools are; how the assessments and other tests will look; where one can go for testing; how to prepare for a test; what one should do when the testing day comes; what good test-taking strategies are; what the test scores mean; what to do if one needs to retest; what about testing for a person with a disability; and how long assessment scores can be used. Additional sources of information are appended, including information on specific tests; testing preparation services; general information; employment/career information; and the Americans with Disabilities Act. (YLB)

ED 446 265 CE 080 883

TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates).
PUB DATE- 00

staff, including through a subject home page, electronic copies of the printed materials dispatched to students before the semester, lecture slides in Powerpoint format, additional notes arising from on-campus lectures and tutorials, copies of past examinations, and links to the electronic mailing list for the subject. The evolutionary model attempts to address several key issues not addressed in the standard model by allowing the exact method of a course's delivery to evolve from semester to semester, based on identified strengths and weaknesses and weekly anonymous feedback from students. The radical model dispenses with lectures entirely. Instead, students are assigned to groups and learn by interacting among themselves and using existing Web-based resources, with academic staff members providing guidance as and when required. (Contains 14 references.) (MM)

ED 446 281 CE 080 899

Hirasinghe, Chan
Engineering Education for Leadership in the 21st Century.
PUB DATE- 00
NOTE- 12p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883. This paper builds further on a previous paper titled "Challenges and Opportunities in Engineering Education."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Admission Criteria; Adult Learning; Change; Change Strategies; Communication Skills; Competence; Corporations; *Curriculum Development; *Educational Needs; Educational Objectives; Educational Technology; Employment Qualifications; *Engineering Education; Entrepreneurship; Entry Workers; Equal Education; Foreign Countries; Global Approach; Higher Education; Innovation; *Integrated Curriculum; Internship Programs; *Leadership; Liberal Arts; Lifelong Learning; Needs Assessment; Nontraditional Students; Partnerships in Education; Position Papers; School Business Relationship; Student Recruitment; Sustainable Development; *Technical Education; Technological Advancement; Univer Alberta (Calgary); *University of Calgary (Canada)
IDENTIFIERS- Alberta (Calgary); *University of Calgary (Canada)

The engineering profession and, consequently, the education process for engineers must respond to several new realities in order to be successful in the 21st century. Some aspects of the new reality that are relevant to engineering education are as follows: the globalization of commerce; the information revolution; innovations in technology; the new emphasis on sustainable development; recognition of the need for lifelong learning and gender equality; the role of engineers in nations' future prosperity and the political process; the rise of multinational corporations and new start-up companies; the trend toward transformation of the study of engineering into the "new liberal arts" coupled with emphasis on basic engineering/specialization; industry-university partnerships; the need for engineers to receive training in innovation/entrepreneurship and communication; and the need to attract more women into the field of engineering. In recognition of the new reality, the University of Calgary in theoretical growth within the field; realizing the tremendous difference between communication via technology and via personal interaction; investigating the negative effects of communicating with hypertechnology in the social work profession; and realizing the need for a greater quantity and quality of social work research to progress further in the field. (Contains 267 references and an index.) (GCP)

ED 446 300   CG 030 408

Stage, Frances K., Ed.; Dannells, Michael, Ed.
Linking Theory to Practice: Case Studies for Working with College Students. Second Edition.
PUB DATE- 00
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *College Environment; College Students; Diversity (Student); Educational Trends; Higher Education; Student Behavior; Student College Relationship; *Student Personnel Services; *Student Personnel Workers; Violence

This revised edition presents student affairs professionals with current issues pertaining to practice. It offers twenty-six case studies that reflect the complexity of today's environment at colleges and universities, and the changing student affairs profession. The case studies describe situations that arise from campus violence, student activism, and diversity on campus. Campus settings range from large research institutions to community colleges. The book can be used to supplement readings within student affairs preparation courses, as material for workshops, or for paraprofessionals. It is organized into two major sections. Part One, "Theories, Practices, and Case-Study Analysis," includes the first three chapters. Chapter One presents an argument for the use of case studies in linking theoretical study with practice. Chapter Two provides an overview of four areas that comprise the study of college student affairs: student development; college environments; organizational theory; and changing student body. Chapter Three introduces an algorithm to be followed in conducting case study analysis. Part Two, "Case Studies," includes the remaining six chapters, each containing case studies. The chapters are divided into the following topics: organization and administration; advising and counseling; residence life; student activities; academic issues; and legal and judicial matters. (Contains an index to case studies, a subject index, and 108 references.) (JDM)

ED 446 301   CG 030 409

Wubbolding, Robert E.
Reality Therapy for the 21st Century.
PUB DATE- 00
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

children's nightmares and the usefulness of cognitive development research in predicting what will frighten children. In conclusion it argues that knowledge of the emotional impact of media violence can be useful in designing strategies for combating the problem. A newly published study suggests that encouraging children to focus on feelings of the victim of violence can counteract the typical aggression impact of a violent cartoon. (Contains 28 references.) (Author/JDM)

ED 446 320 CG 030 448

Stevens, Paul
Career Practice Skills through Global eLearning.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Computer Mediated Communication; *Credit Courses; Educational Innovation; Educational Media; Electronic Mail; Higher Education; Individualized Instruction; *Internet; Listservs; Teacher Student Relationship

This paper describes the College of Career Practitioners, a program designed for the people who choose to deliver career support services to others. It operates on a combination of computer-mediated communication and printed materials. Students interact with tutors on-line and conduct most of their guided research for assignments on the Internet. The college is being transformed into a virtual campus. Electronic communication is the main way students interact with the curriculum content, their tutors, and their fellow students. eLearning study is a new emerging method of learning and can operate on a synchronous or asynchronous mode. Asynchronous learning, the model selected for the College for Career Practitioners, allows students to begin study when they are ready, work at their own pace, and complete studies when they chose. Some key features include: (1) enrollment at any time; (2) progression of studies at one's own pace; (3) tuition linked to completing requirement; (4) staggered payment of tuition fees; (5) global network of mentors; and (6) password access via Internet to secure Common Room; Reflection Room; Cafeteria; and Bookstore. (JDM)

ED 446 321 CG 030 449

Nacev, Vladimir; Brubach, April
Teasing among School-Age Children.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Educational Innovation; Elementary Secondary Education; *Fatherless Family; Parent Child Relationship; Peer Acceptance; *Peer Relationship; Program Development; *Victims of Crime; Violence; Youth Problems
IDENTIFIERS- *Teasing

Teasing is an attempt to look better at the expense of someone else. This abuse may be as mild as verbal bantering or as

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Elementary Secondary Education; *Merchandising; *News Media; Private Sector; *Privatization; Public Schools; *School Business Relationship
IDENTIFIERS- *Commercialism

This report analyzes commercializing trends in America's schools and classrooms, using data from database searches in seven categories of schoolhouse commercialism in the period 1990-97. The number of citations relating to commercializing activities can provide only a rough approximation of the scope and development of the phenomenon. The number of citations reporting commercial activities in the schools has increased 154 percent--suggesting that the 1990s have become the decade of sponsored schools and commercialized classrooms. The largest area of schoolhouse commercialism appears to be sponsorship of programs and activities (199 percent increase). The fastest growing commercial activity appears to be exclusive agreements between schools and bottlers, sports apparel manufacturers, and other firms (495 percent increase). An emerging category of school commercialism is electronic marketing, which includes television, radio, and the Internet/World Wide Web. The categories of sponsored educational materials and incentive programs are well-established commercial categories. The number of citations describing sponsored educational materials grew 313 percent. Despite the pervasiveness of commercialism and its growth, the education press has had virtually nothing to say about the issue. An appendix lists sources, search strategies, search terms, and data tables. (Contains 101 references.) (DFR)

ED 446 344 EA 030 481

Lumsden, Linda
Profiling Students for Violence. ERIC Digest Number 139.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Antisocial Behavior; *Early Intervention; Educational Administration; Elementary Secondary Education; *Prevention; *Profiles; School Security; *Student Behavior; *Violence
IDENTIFIERS- ERIC Digests

This digest discusses student profiling and describes strategies for reducing the risk of violence in schools. "Student profiling" refers to a process in which checklists of behaviors and personal characteristics associated with youth who have perpetrated violence are used to determine a student's potential for future violence. A central concern over the profiling of students is whether school personnel should attempt to make predictions about an individual student's propensity for violence. U.S. Education Secretary Richard Riley opposes behavioral profiling by schools and believes that creating a caring environment is a better way to prevent violence. Those who support profiling argue that keeping schools safe warrants extreme measures such as profiling. However, the question remains whether profiling is reliable. Some experts contend that teachers, because they observe proliferation of instruments for the measuring of education quality--a result of the need to ensure transparency in highly competitive labor markets. Finally, the booklet looks at how the evolution of information technology can present new opportunities for education processes and how the reconceptualization of space and time is having diverse effects upon national and regional cultural identities. (Contains 96 references.) (DFR)

ED 446 365   EA 030 653

Welsh, Thomas; McGinn, Noel F.
Decentralization of Education: Why, When, What, and How? Fundamentals of Educational Planning Series, Number 64.
SPONS. AGENCY- Swedish International Development Cooperation Authority, Stockholm.
PUB DATE- 99
NOTE- 102p.; For others in this series, see EA 030 623; EA 030 624; EA 030 625; EA 030 626; EA 030 628; and EA 030 652.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Decentralization; *Decision Making; *Educational Policy; Elementary Secondary Education; Financial Support; Foreign Countries; *Governance; *Planning; Public Schools; State Regulation; State Standards; *Teacher Improvement
IDENTIFIERS- UNESCO

Decentralization is arguably one of the most important phenomena to come on to the educational planning agenda in the last 15 years. Why a country should decentralize its educational decision-making process and which decisions should be decentralized are two questions that many decision-makers raise. This booklet is intended to provide educational planners and decision-makers with conceptual tools for dealing with decentralization issues. It explores the central ideas and objectives of decentralization policies and analyzes why many countries are moving toward these policies in some form. The book discusses who should control education, based on considerations of professional expertise, political legitimacy, and market efficiency. The book also provides valuable aids for assessing different contexts and the possibilities that they offer for successful decentralization. (Contains 27 references.) (DFR)

ED 446 366   EA 030 654

California's Public School Ranking and Reward System. Parent Guide.
PUB DATE- 00
NOTE- 3p.; Funded by the Pacific Life Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Improvement; *Educational Quality; Elementary Secondary Education; *Excellence in Education; *Parent Participation; *Public Schools

California will be spending hundreds of millions of dollars on a school ranking and reward system under the Public Schools Accountability Act (PSAA). The PSAA aims to make schools findings and recommendations of recent research. School reform in Alberta suggests that educational leaders challenge their beliefs and assumptions and leads to the following questions: (1) How can the international components of teacher education and graduate programs at postsecondary institutions be made most meaningful? (2)How can the structure and function of schools be reconceptualized to maximize the possibilities offered by information and communication technologies? (3) What is the relationship between educators' traditionally conservative assumptions about schooling and imposed change by legislators? and (4) What is the limited capacity of public schools to change and the challenge this presents to the schools' credentialing, social, and custodial functions? (Contains 30 references.) (DFR)

ED 446 388 EA 030 682

CASDA Annual School Law Conference Proceedings (13th, Latham, New York, July 16, 1998).
PUB DATE- 98
NOTE- 233p.; For Twelfth Annual, see EA 030 683.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Board of Education Policy; Boards of Education; Collective Bargaining; Discipline; *Educational Legislation; Elementary Secondary Education; Equal Education; Parochial Schools; Public Schools; Religious Education; Sexual Harassment; Special Classes; Teacher Employment

The Capital Area School Development Association Conference was held in July 1998. These proceedings include the following presentations: "Recent Decisions of the State and Federal Courts, the Commissioner of Education and PERB"; "Civil Service Law for School Districts"; "Mental Disabilities Under the ADA"; "The Role of the Board of Education in Collective Bargaining"; "Recent Developments at PERB"; "Discipline and Disabilities: Surviving the Special Education Maze; and Termination of Teachers During the Probationary Period." The following subareas were treated under "Recent Decisions of the State and Federal Courts": First Amendment Religion Cases; First Amendment Free Speech Cases; Student Constitutional Rights; Student Discipline; Employee Discipline, Employment Discrimination; Employment Contracts; Tenure And Seniority Rights; Taylor Law Issues; School District Budget Vote and Board Member Election; Sex Discrimination; Sexual Harassment; and Sex Offender Statutes. (DFR)

ED 446 389 EA 030 683

CASDA Annual School Law Conference Proceedings (12th, Latham, NY, July 17, 1997).
PUB DATE- 97
NOTE- 134p.; For Thirteenth Annual, see EA 030 682.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Disability Discrimination; *Educational Legislation; Elementary Secondary Education; *Labor Relations; Public Schools; *Sex Discrimination; *Sexual Harassment; *Special Classes; Student Rights; Tenure
IDENTIFIERS- *Title IX Education Amendments 1972

The Capitol Area School Development Association Conference was held in July 1997. These proceedings include the following presentations: "Challenges to Teacher Tenure--A Debate";

the 1960s, to the present day when the widespread use of assessments or district and school accountability has been combined with requirements for including all students in assessments. This report examines the historical development of out-of-level testing (the administration of a test at a level above or below the student's age or grade level), how the literature defines out-of-level testing, how out-of-level testing has been studied and the rationale supported by the approach taken, and what is missing from the literature. Three interrelated themes are discussed as the rationale for testing students out of level: (1) overly difficult tests promote increased guessing and student frustration, which reduces the accuracy of the test results; (2) students who are tested at their level of functioning receive test items that are better matched to their instructional delivery, which increases the precision of the test results; and (3) no definitive data support either the use or nonuse of out- of-level testing with students with disabilities. The review supports the rationale for the construct of out-of-level testing, while an entry point into understanding the effects of testing students out of level, is neither extensive nor complete. (Contains 35 references.) (CR)

ED 446 410   EC 308 098

Thurlow, Martha L.; Nelson, J. Ruth; Teelucksingh, Ellen; Ysseldyke, James E.
Where's Waldo? A Third Search for Students with Disabilities in State Accountability Reports. Technical Report 25.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Compliance (Legal); *Disabilities; Educational Assessment; Educational Legislation; Elementary Secondary Education; *Outcomes of Education; Performance; Recordkeeping; *Reports; State Programs; *Student Participation
IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

This report is the third analysis of state reports conducted by the National Center on Educational Outcomes to determine what types of information are provided on students with disabilities in state education reports. For this analysis, 170 reports were collected between March 1999 and August 1999 from state accountability offices and state special education offices. Despite requirements of the 1997 Individuals with Disabilities Education Act (IDEA) for public reporting of assessment participation and performance data from students with disabilities, results indicate that only 14 states included participation data and only 17 states included performance data for students with disabilities in state assessments. There were increases in the reporting of performance data for students with disabilities, but not to the extent that might be expected given the timelines in IDEA. More than two-thirds of the document that did not include data on students with disabilities did include data on regular education students' performances. Only eight states reported data on students with disabilities for the first time in this analysis. Furthermore, three states that reported data on students with disabilities in previous years did not report data this time. Recommendations are presented. (Contains 11 references.) (Author/CR) and answering hard questions about reading. In the final chapter, some of the difficult questions teachers, administrators, and parents raise about reading are addressed, including questions about phonics and phonemic awareness. Several charts appear throughout the text. Professional and literature references are included at the end of the book. An index is appended. (KFT)

ED 446 436   FL 026 450

Gonzales, Katrina
Reflections on the Birth and First Year of Bienvenidos, Nuevos Amigos! A Service-Learning Project in Eldorado, Texas, 1999-2000.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Action; Community Development; *English (Second Language); High School Students; High Schools; Limited English Speaking; Middle School Students; Middle Schools; Outreach Programs; *School Community Programs; Second Language Instruction; Second Language Learning; *Service Learning; Spanish Speaking

This brief paper tells the story of a group of high school students in West Texas who worked together to solve a language problem in their local public schools. They determined that there was a need to have better bilingual resources and services available to new arrivals with limited or no English language speaking ability. The bulk of the paper is a narrative of the efforts of several students to write their ideas into a successful grant proposal, which they then used to make their county a friendlier and more accommodating place for newly arrived, limited English speakers from Mexico. Numerous photocopied photographs appear throughout the text. (KFT)

ED 446 437   FL 026 451

Henning, Sylvie Debevec; Slater, Jonathan
On-Site French Language and Quebec Culture Training for Business and Industry.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Business Communication; Business Education; Foreign Countries; *French; *Instructional Materials; *Languages for Special Purposes; *Learning Modules; *Second Language Instruction; Second Language Learning; Workplace Literacy
IDENTIFIERS- Quebec

This paper documents the development and field testing of pedagogical materials needed for six 5-week modules of French language instruction and introduction to Quebec's Francophone culture and business practices. Presently available materials produced in the United States too often focus on France and French business practices. Similarly, materials produced in Canada are geared to non-French speaking Canadians. Materials described herein were adapted and developed to be more appropriate to the American adult English speaker interested in learning about Quebecois French and business practices. The higher education can participate in anticipated changes in ways that strengthen the best of what colleges and universities have accrued over time. Asserting that the emergence of electronic and network-based services will cut new channels through the myriad systems of education, the volume explores which functions of higher education should change and how fast they should change. The volume's contents are: (1) "Navigating the Sea of 'E'" (Diana G. Oblinger, Richard N. Katz); (2) "First to the Ballroom, Late to the Dance Floor" (Kenneth C. Green); (3) "E-Learning: From Institutions to Providers, from Students to Learners" (Robert A. Wallhaus); (4) "Technical Building Blocks to Enable E-Business" (David L. Wasley); (5) "Information Policy to Support Campus E-Business" (Richard N. Katz); and (6) "Preparing Your Campus for E-Business" (Jillinda J. Kidwell, John Mattie, Michael Sousa). Each chapter contains references. (EV)

ED 446 458 HE 033 212

Berdahl, Robert O.; MacTaggart, Terrence J.
Charter Colleges: Balancing Freedom and Accountability. White Paper.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Charter Schools; Educational Planning; Educational Policy; Educational Trends; Governance; Government School Relationship; Higher Education; Institutional Autonomy; Nontraditional Education; Policy Analysis; Public Colleges; Universities
IDENTIFIERS- *Massachusetts

Massachusetts currently maintains several charter schools in its K-12 educational system. This paper applies the charter school idea to public institutions of higher education. Charter colleges are publicly owned institutions managed independent of most controls imposed by state bureaucracies and higher education systems. Charter schools are more able to manage their own administrative affairs, although they are still subject to local, state and federal laws. It is argued that controlled deregulation of higher education via the charter school, fosters efficiency and offers improved educational results. Massachusetts may benefit from introduction of the charter college concept within its public higher education system. Charter colleges make sense because they capitalize upon academia's desire for more autonomy, yet provide increased levels of accountability for each college in terms of results. Michigan and New Jersey serve as historical and recent case studies, respectively. The paper also draws on research which compares independent institutions with more highly regulated ones. Interviews with political and educational leaders support this argument as well. Three appendices are included. (HB)

ED 446 459 HE 033 213

Report of the International Conference on Higher Education and Research (2nd, Budapest, Hungary, September 23-25, 1999).
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)

Court's 1954 Brown v. Board of Education decision. Third, Opportunity Squandered: Tulane University and the Issue of Racial Desegregation During the 1950s (Clarence L. Mohr) looks at Tulane's history of attempts to desegregate subsequent to the end of World War II. The fourth paper is "Black Southerners and Non-Black Universities: Desegregating Higher Education, 1935-1967 (Peter Wallenstein). It explores the process and pioneers of desegregation efforts at 24 land-grant institutions. The fifth paper, "Catching Up: The Advance of Emory University Since World War II" (Nancy Diamond), examines the advancement efforts of Emory University and the development of its research capacity after World War II. Finally, "In Pursuit of Prominence: James B. Holderman at the University of South Carolina, 1977-1991 (Henry H. Lesesne), examines the career of President James B. Holderman at the University of South Carolina between 1977 and 1991. An annotated list of recent dissertations in the field is appended. All papers include reference notes. (HB)

ED 446 480   HE 033 234

Zemsky, Robert, Ed.
The Mission and the Medium.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 00
NOTE- 12p.; A publication of the Knight Higher Education Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; *Computers; Curriculum; Educational Policy; *Educational Technology; *Educational Trends; Higher Education; Instruction; Internet; Public Policy; *Strategic Planning; Technology; Technology Education; Universities

Technology by its nature has and will continue to reshape higher education. Market forces have created new pressures and new opportunities for higher education to integrate technology into their missions and practices. Interactive technology reduces the power of institutions to define the parameters of knowledge and learning. This essay addresses ways to preserve a broader social conception of learning in a world where markets and technology are combining to reshape higher education. The availability of a new medium yields an expanded range of educational providers. Traditional students should be addressed as consumers who have choice in the educational market. Successful institutions will effectively navigate the tension between gown and badge while retaining their core missions and values. Institutions must devise strategies to remain engaged with a changing educational market, and willingly seek out the new learning tools technology makes available. Faculty members should look at learning processes and apply those lessons to their own teaching in order to best provide effective educational experiences to students. Electronic learning tools, including Web-based programs of instruction, can help institutions become more effective and more accountable. (HB)

ED 446 481   HE 033 235

Nelson, Michael
Alive at the Core: Exemplary Approaches to General Education in the Humanities. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00

federal and state governments, funding agencies, students, parents, and the general population. The paper begins by defining impact studies, explaining that they provide a distinction between outcomes (achievements) and impacts. The next section discusses the development of a system of gathering and using impacts, focusing on problems and procedures and highlighting seven principles (e.g., if there is a lot of support for this activity, find something else to do; start with a likely success; become a master scavenger; commit to long-term follow-up; and expect expenses). The paper presents examples of impact evaluation, discusses relationships to other effectiveness and evaluation models, and notes pilot project results. (Contains 14 references.) (SM)

ED 446 504   HE 033 315

Porter, Stephen R.; Umbach, Paul
Analyzing Faculty Workload Data Using Multilevel Modeling. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Educational Research; Faculty Publishing; Financial Support; Grants; Higher Education; *Productivity; Regression (Statistics); Research Methodology; Teacher Characteristics; *Teaching Conditions
IDENTIFIERS- Hierarchical Linear Modeling; *Multilevel Analysis; *Workload

This study used the multilevel modeling method to analyze the research productivity of 1,104 tenured or tenure track faculty from the 1993 National Study of Postsecondary Faculty. The study compared statistical and substantive results of multilevel modeling (or hierarchical linear modeling) to the traditional regression approach. Two dependent variables measured faculty research productivity: (1) publications over 2 years and dollar amount of external research funding and (2) total external grant dollars for the 1992-93 academic year on which the faculty member was a principal or co-principal investigator. The independent variables included human capital, personal tastes, career status, teaching workload, demographics, and academic discipline. Data analysis indicated that using multilevel modeling was very important in studying faculty productivity. There were significant relationships between several independent variables and faculty publications. The results suggest that the group effect of academic field of study should be accounted for when modeling faculty productivity. The results also suggest that faculty work is extremely complex and cannot be explained using single measures for research productivity. (Contains 30 references.) (SM)

ED 446 505   HE 033 317

Hill, Sandy; Willekens, Rene G.
Using Institutional Effectiveness Data To Stimulate Improvement...Getting Data off the Shelf and into the Hands of Stakeholders. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH,

information. (EV)

ED 446 525 HE 033 357

Bridging the K-12/Postsecondary Divide with a Coherent K-16 System. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Educational Change; *Educational Improvement; Educational Planning; Educational Policy; Elementary Secondary Education; Higher Education; Partnerships in Education

This policy brief originates from a 1999 conference held at Stanford University titled "Education Reform into the Millennium: The State Legislatures' Role in Building a Consensus for Systemic Change." The brief looks at some of the primary causes of the disjunctures between the K-12 and postsecondary systems and the problems that have resulted for students, teachers, and postsecondary administrators and faculty. These include conflicting standards for students, unequal opportunities for different groups of students to succeed in postsecondary education, placement exam confusion and intensive remediation, high college dropout rates, and finger pointing. It then looks at some ways this gap can be addressed by "institutionalizing" a K-16 perspective and improving teaching to meet more demanding K-16 standards. The following suggestions are included: (1) develop standards for teachers that are linked to standards for students; (2) develop new linkages between education school faculty and arts and science faculty; (3) improve teacher recruitment, especially in underserved school districts and subject areas; (4) provide better mentoring and support for new teachers; and (5) rethink and improve professional development. (EV)

ED 446 526 HE 033 359

Bruckerhoff, Charles; Bruckerhoff, Theresa; Sheehan, Rob
National Survey Concerning Implementing the Ed.D. Program for Southern Connecticut State University.
SPONS. AGENCY- Southern Connecticut State Univ., New Haven.
PUB DATE- 00
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Education; Comparative Analysis; Doctoral Degrees; *Doctoral Programs; *Educational Administration; Graduate Study; Higher Education; Program Design; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation
IDENTIFIERS- *Doctor of Education Degrees

Three main questions guided this study: (1) What are the possible implications, positive and negative, from implementing an Ed.D. program at Southern Connecticut State University (SCSU)?; (2) What were the conditions for teaching at other universities when an Ed.D. program was adopted?; and (3) What have been the long-term effects--positive, negative, and neutral--on universities' revenues subsequent to offering the Ed.D.? The

They identified need for self-development and improvement as the reason for attending. Students were taught six key components: good students are made, not born; getting the overview is essential; creativity is vital, and it can be taught; knowledge of academic forms or genres eases anxiety and promotes success; fear plays an enormous role and must be actively addressed; and reflexivity is vital. The five students completed interviews examining their: goals; feelings about study and themselves as students; experiences with ECSS; experiences with the study skills module; experiences with support; and recommendations. Students had clear goals for themselves but were anxious and fearful. They reported positive experiences with the ECSS and gave the YC100 module very positive feedback. Most students were not aware of other university support available. Recommendations emphasized better communication, including more formative feedback. (SM)

ED 446 546 HE 033 382

Gwynn, Peter, Ed.
Lifelong Learning Trends: A Profile of Continuing Higher Education. Sixth Edition.
PUB DATE- 00
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; Citizenship Responsibility; Computer Uses in Education; *Continuing Education; Diversity (Student); Educational Technology; Higher Education; Information Technology; Internet; Labor Force; *Lifelong Learning; Paying for College; Student Financial Aid; Student Needs; Tables (Data); Tuition
IDENTIFIERS- Global Economy

This publication presents national data on trends and participation in continuing higher education. Section 1, "An Expanding Demand for Lifelong Learning," discusses how the supply of new entrants will be insufficient for future labor needs; more women are participating in the workforce; and more high school graduates plan to enroll in college. Section 2, "Responding to Diverse Learner Needs," explains how more Americans are earning college degrees; more employers are creating corporate universities; and baby boomers are likely to continue working longer. Section 3, "Paying for Lifelong Learning," notes that tuitions are climbing; loans far surpass grants in student aid; and most undergraduate students work while in college. Section 4, "Adapting to the Digital Age," explains that Internet technology has spread at a remarkable rate; more institutions are offering online education; and students are using the Internet increasingly for research. Section 5, "Shaping Higher Education for a Global Economy," describes how the global economy is becoming more integrated; most American undergraduates studying abroad do so in Europe; and the United States has the largest online population. Section 6, "Promoting Civil Society and the Arts," explains that attendance at arts events is on the rise; more charter schools are being created; and museums are going online. (SM)

ED 446 547 HE 033 383

Grossman, David M.
Hidden Perils: Instructional Media and Higher Education. Occasional Paper.

include increasing tendencies toward shortened terms for board members, board members with differing expectations for their service, the gray area between policy making and operations, and the problem of special interest partisanship. The realm of state government also has undergone changes. Growing distrust toward higher education among political leaders, increased competition for state revenues, and higher turnover among state legislators have complicated the quest for public support. This paper provides suggestions for handling board-related challenges and advice for handling state officials and responding to the demands of a new generation of students. It also outlines conditions contributing to successful relations with campus heads and defines responsibilities and qualities of system heads, offering questions for boards to consider when searching for new chief executives. (SM)

ED 446 567   HE 033 407

Rhodes, Frank H. T.
The Glion Declaration II: The Governance of Universities. Occasional Paper No. 46.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.
PUB DATE- 00
NOTE- 14p.; Also supported by the Bren Foundation and Swissair.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board Administrator Relationship; College Administration; College Faculty; *College Presidents; *Governance; *Governing Boards; Higher Education; Institutional Autonomy; Leadership; Public Colleges; State Colleges; Teacher Responsibility
IDENTIFIERS- *Glion Declaration

This paper describes the Glion Declaration II, which resulted from the Glion Colloquium of 2000, an international meeting that focused on governance of universities. The Glion Colloquium is a private initiative that includes renowned scholars and higher education leaders from leading research intensive universities in western Europe and the United States. The Glion Colloquium examined stress factors related to how university communities balanced freedom and responsibility. Participants agreed that reduced government funding, the widespread primacy of research over teaching and advising, and new challenges presented by distance learning technologies and for-profit competitors combine to create obstacles to effective governance. To further complicate the mix, tools available to address these challenges vary from country to country. To adapt, the Glion Declaration II says higher education institutions should clarify the line between the responsibility of governing boards and the detailed management authority delegated to institutional administrators. Higher education leaders should also advocate for: an institutional embrace of public service trustee-selection processes that produce quality candidates; public accountability measures that gauge governing board performance; recognition of faculty contributions; and mutually reinforcing relationships between governing boards and chief executives. Participants and signatories are listed. (SM)

ED 446 568   HE 033 408

Gumport, Patricia J.
Academic Governance: New Light on Old Issues. Occasional Paper.

receives accurate information about the costs of public higher education and the needs of institutions and students. (SLD)

ED 446 588 HE 033 428

Commitment and Success: A Compendium of Best Practices at AASCU Institutions.
PUB DATE- 98
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Advocacy; *College Planning; Communication (Thought Transfer); *Educational Practices; Higher Education; Inclusive Schools; Participation; *State Colleges; Strategic Planning
IDENTIFIERS- *American Association of State Colleges and Univs; Quality Assurance

This is a compendium of best practices from the member campuses of the American Association of State Colleges and Universities. The practices are arranged under four core areas: (1) Quality Assurance; (2) Public Engagement; (3) Access and Inclusion; and (4) Communication and Advocacy. For each practice described, information is given about the institution and contact person with the program title and a brief description. There are 45 programs listed under Quality Assurance, 33 under Public Engagement, 15 under Access and Inclusion, and 7 under Communication and Advocacy. A list of participating institutions is attached. (SLD)

ED 446 589 HE 033 429

Abraham, Ansley; Mingle, James R.; Kelly, Kathleen F.
Evaluation of the Grant Programs.
SPONS. AGENCY- Illinois State Board of Higher Education, Springfield.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *Grants; Higher Education; Paying for College; Program Evaluation; *State Programs; *Student Financial Aid
IDENTIFIERS- *Illinois

As part of a review of functions and administrative processes, the Illinois Board of Higher Education commissioned a comprehensive evaluation of higher education grant programs. The evaluation focused on the goals defined in the policy document, "The Illinois Commitment," and the extent to which the grant programs are contributing to the achievement of these goals. The evaluation process included a review of funding trends and the policy history of each program. Statutes, administrative rules, and policy studies were reviewed. Appropriations were considered in the context of the entire higher education budget, and participation in grant programs among sectors and methods of distribution were examined. Additional information was collected in a series of meetings in August 2000. Summaries of these discussions are included in section I of this report. Section II provides the findings of the evaluation and the consultants' recommendations for consideration by the Board of Higher Education. The programs evaluated were: (1) Health Education; (2) Financial Assistance;

"Designing Teaching Portfolios Based on a Formal Mode of the Scholarship of Teaching" (C. Kreber); (18) "Strengthening Collegiality To Enhance Teaching, Research, and Scholarly Practice: An Untapped Resource for Faculty Development" (G. Akerlind and K. Quinlan); (19) "Faculty Quality of Life" (S. Atkins, K. Brinko, J. Butts, C. Claxton, and G. Hubbard); and (20) "Getting Administrative Support for Your Project" (J. Middendorf). (Contains 16 figures, 20 tables, and 372 references.) (SLD)

ED 446 608 HE 033 449

Sandeen, Arthur
Improving Leadership in Student Affairs Administration: A Case Approach.
PUB DATE- 00
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; Case Studies; Higher Education; *Leadership; Leadership Training; Student Personnel Services; *Student Personnel Workers

The case approach to improving leadership in student affairs is offered as a key component of the process of learning how to become an effective leader. The 18 cases on diverse issues offered in this book are intended to provide learning opportunities for those who aspire to become student affairs leaders. The book contains an introduction about the current state of leadership in student affairs and then groups the cases into four categories. The chapters are: (1) ""Improving Leadership in Student Affairs: An Introduction"; (2) "Initiating Programs" (four cases); (3) "Revising and Implementing Policy" (four cases); (4) "Developing Effective Structures" (four cases); and (5) "Responding to Specific Issues (six cases). (Contains 26 references.) (SLD)

ED 446 609 HE 033 450

Asher, Donald
Cool Colleges for the Hyper-Intelligent, Self-Directed, Late Blooming, and Just Plain Different.
PUB DATE- 00
NOTE- 447p.; "Including addresses, phone numbers, and Web sites for every accredited four-year institution in the United States and Canada."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Applicants; *Colleges; Foreign Countries; *Higher Education; Program Descriptions; *Selection
IDENTIFIERS- Canada; United States

This guide profiles innovative and unusual colleges that might interest the college applicant who is looking for the perfect "fit" and who thinks that "fit" might be met by something different. It also contains information to help the applicant contact other accredited 4-year institutions in the United States and Canada. The chapters are: (1) "Two Prep Colleges";

ED 446 632 HE 033 480

Annual Report, October 1, 1998-September 30, 1999.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *College Programs; Consortia; Governing Boards; Higher Education; *State Colleges; State Programs; State Universities; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Alabama; *Alabama Commission on Higher Education

Alabama's Commission on Higher Education has the statutory responsibility for overall statewide planning and coordination of higher education in Alabama, the administration of various student aid programs, and the performance of designated regulatory functions. This annual report from the Commission includes: (1) a list and photographs of the commissioners; (2) a message from the chairman; (2) a message from the executive director; (3) highlights of legislative activity and academic activity (including discussion of new academic programs, new program approval guidelines, role matrices, program viability, an experimental program to stimulate competitive research, the Dwight D. Eisenhower Professional Development Program, the Articulation and General Studies Committee, non-resident institutional review, the faculty database, the student database, the Southern Regional Electronic Campus, the Seventh Quadrennial Evaluation of the Commission, and the Network of Alabama Academic Libraries); (4) a report on Southern Regional Education Board activities; (5) highlights of financial aid activities; and (6) the 2000 Commission meeting calendar. (EV)

ED 446 633 HE 033 481

Thayer, Paul B.
Retention of Students from First Generation and Low Income Backgrounds.
SPONS. AGENCY- Department of Education, Washington, DC.; National TRIO Clearinghouse, Washington, DC.
PUB DATE- 00
NOTE- 9p.; Reprinted from "Opportunity Outlook," the journal of the Council for Opportunity in Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Persistence; College Attendance; *College Students; Higher Education; *Low Income Groups; *School Holding Power; Withdrawal (Education)
IDENTIFIERS- *First Generation Students; Student Support Services

This paper, the third in a series of Research Informing Practice Short Papers commissioned by the National TRIO Clearinghouse, reviews some of the recent literature related to student retention in higher education, with particular emphasis on factors affecting students from low income and first generation backgrounds. According to the paper, this emphasis was chosen for two reasons. First, because students from first generation and low income backgrounds are among the least likely to be retained through degree completion, institutional retention efforts must take the needs of such students into account if more equitable educational attainment rates are desired. Second, strategies that work for first generation and low

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Activism; *College Students; *Diversity (Student); Drinking; *Educational Trends; Ethics; Higher Education; Integrity; *Student Characteristics; Student Development; *Student Needs; Trend Analysis

Educational Research Information Center (ERIC) Trends are analyses of higher education literature contained in the ERIC database describing major concerns in institutional practice. Student demographics/characteristic/profiles, retention, and funding for college were the three most prevalent issues in the literature about students. However, it remains unclear whether and to what degree institutions actually use this information. The amount of research on students has also declined from previous years. The research that was conducted tended to follow traditional themes such as retention, student adjustment, student satisfaction, student development, student access and recruitment, rather than examining new issues such as technology, transfer students, multiple enrollment, student success, or student outcomes. A few new themes have started to emerge in the literature though, including: (1) ethics and integrity; (2) alcohol use; (3) adult student and graduate student needs; (4) diversity and student access; and (5) student activism. Perhaps the emphasis on integrity is a response to the problems of cheating, alcoholism, and other unethical behaviors. As institutions confront these issues, they must also rethink the needs of students as the enrollment of adult students and graduate students continue to rise. The success of students from diverse backgrounds must also be assured. In previous years, student activism focused on issues of social justice, war, and political and economic problems. However, today's student activism relates closely to these trends seen in the literature, diversity and integrity. Researchers of students and student development need to keep attuned to these emerging issues. (Contains 25 references.) (EMS)

ED 446 654   HE 033 506

Kezar, Adrianna J.
Teaching and Learning: ERIC Trends, 1999-2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.; For related documents, see HE 033 500-505.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Active Learning; Cooperative Learning; Distance Education; *Diversity (Institutional); *Educational Assessment; *Educational Technology; *Educational Trends; *Higher Education; Learning Strategies; Lifelong Learning; Remedial Instruction; Service Learning; Trend Analysis

Educational Research Information Center (ERIC) Trends are analyses of higher education literature contained in the ERIC database describing major concerns in institutional practice. Literature on teaching and learning has grown within the higher education literature base over the last decade. However, the themes are basically still the same as they were in the mid 1990s. The emphasis on interdisciplinarity and quality has decreased over the last few years, while discussions of active expenditures for certain major items such as rent or a mortgage, a car, and credit card purchases, and their specific lifestyle choices such as family formation, buying a home or car, and savings. The analysis uses data collected through the 1992-93 Baccalaureate and Beyond Longitudinal Study and two follow-ups conducted in 1994 and 1997. Conclusions show that about one-half of all 1992-93 bachelor's degree recipients borrowed to help pay for their undergraduate education, and about one-half of those that went on to graduate school also borrowed. By 1997, 62% of the 1992-93 bachelor's degree recipients were debt free. Among those with no further enrollment after their bachelor's degree, those who still had debt in 1997 owed and average of $7,100, and were making loan payments averaging $151 per month. Eighty-eight percent were employed full-time, earning an average of $35,300. Overall, borrowing does not appear to affect major lifestyle choices, purchases, or the propensity to save. Contains 21 tables, 6 figures, and 14 references. (EMS)

ED 446 673   HE 033 525

Student Charges. AASCU Special Report.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Economics; Educational Equity (Finance); *Educational Finance; Higher Education; Public Education; *State Colleges; *State Universities; *Student Costs; *Tuition
IDENTIFIERS- *American Association of State Colleges and Univs

Data from The College Board's 2000-2001 Annual Survey of Colleges delivers a positive message about the financial accessibility of an education at a public college or university. While the 4.4% increase in tuition and fees and the 5.0% increase in room and board from 1999-2000 to 2000-2001 represent a slightly higher rate of increase than the previous year's, such increases remain near their lowest point in more than a decade. In comparison to the national average, American Association of State Colleges and Universities (AASCU) institutions maintained the same rate of increase, but average tuition and fees remain below the average for all public four-year institutions ($3,190 compared to $3,510). At the master's level, the average increase nationally was 5%, while for AASCU institutions it was 4.6%. At the doctoral level, the national average increase was 4.5%, while at AASCU institutions the increase averaged a slightly higher 4.7%. The findings from this data underscore for all public four-year institutions the relationship between states' economic and fiscal conditions and its tuition rates. The past several years have been marked by economic expansion and significant budget surpluses, which have helped state colleges and universities to post only modest tuition increases. As the economy shows signs of settling, many states are becoming more conservative in their fiscal decision-making. As a result, the rate of increase for student charges has edged up slightly. Understanding this relationship, particularly in light of the fact that higher education is the largest single discretionary item in most states' budgets, is important to crafting tuition policy that can moderate the boom/bust cycle that has manifested itself over the last two decades. (EMS)

ED 446 674   HE 033 526

University's Successful Mission Refinement. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Conference of the Association for the Study of Higher Education (ASHE) (25th, Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; *Diversity (Student); Enrollment; *Enrollment Trends; Higher Education; *Mission Statements; *Racial Composition; *School Desegregation
IDENTIFIERS- *Lincoln University MO

This paper explores the effects and implications of mission refinement and desegregation efforts at a historically black university by analyzing 15-year student enrollment trend data. Lincoln University, founded in 1866, is an 1890 land-grant comprehensive institution that is part of the Missouri state system of higher education. As one of tow historically black colleges in Missouri, Lincoln has survived the challenge of maintaining an identity and state presence as a historically black university while simultaneously emphasizing the need for integration and a diverse student population. The university's mission statement emphasized racial diversity and the extent of racial heterogeneity in student enrollment from 1983 to 1998. To complete this analysis, historical trend data were analyzed to determine the effect of the mission statement on student enrollment. Finding show that the mission statement has been the catalyst for achieving racial diversity. Lincoln is the only 4-year state institution in Missouri to have achieved diversity in student enrollment, and, as such, it serves as a multicoultural model. An appendix contains a chart of enrollment data. (Contains 29 references.) (SLD)

ED 446 694   HE 033 548

Ridley, Dennis R.; Smith, Edward D.; Mulligan, Roark
Writing across the Curriculum Works: The Impact of Writing Emphasis upon Senior Exit Writing Samples. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE) (25th, Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Seniors; Higher Education; *Writing Across the Curriculum; Writing Instruction

The writing skills of 71 college seniors were assessed at a medium-sized public university. Blind scoring, a standard scoring guide, and trained graders were used. Curricular writing emphasis was assessed through a syllabus study, yielding a curricular emphasis score. The academic records of these students revealed the number of courses taken in each discipline, and a weighted sum was derived for each student with weighting by the percent of syllabi for courses taken that showed "strong emphasis" in writing in each discipline. Controlling for entry-level skill in writing, writing score and curricular emphasis were highly correlated. Implications for assessment practice are discussed. (SLD)

November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *College Faculty; Emotional Adjustment; *Faculty Development; Higher Education; Individual Development; Private Colleges; Rural Environment; Small Colleges
IDENTIFIERS- *Junior Faculty

Forty-two faculty members in their first, second, or third year of employment at small, private, liberal arts colleges in Ohio were asked to describe their initial impressions of faculty and administration, to reflect on those things that helped or hindered their transition into the college and local communities, whether or not they had intended to begin their careers at small colleges, and what surprises they encountered in their new positions. They were also asked to suggest how colleges could ease the difficulties encountered by young faculty members. Respondents appeared sincerely committed to teaching and many reported being attracted to small colleges because of their own experiences as students. They reported struggles in balancing teaching, research, and service while making long commutes or adjusting to life in a rural community. Their suggestions include being honest in portraying the college and the community to faculty candidates, realizing the importance of intrinsic motivators, recognizing that faculty do not need to live in the local community to be valued members of the college, discussing with senior faculty the negative effects of old grudges and political factions on new faculty, and creating the position of Director of Faculty Development to oversee development of new faculty. (Author/DB)

ED 446 716 HE 033 571

Bailey, Yardley Selwyn; Wright, Vivian H.
Innovative Uses of Threaded Discussion Groups.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; *Discussion Groups; *Electronic Mail; Higher Education; *World Wide Web

This paper explores how faculty from various disciplines at one southeastern university used the threaded discussion group feature of such integrated Web packages as FrontPage, Blackboard, and WebCT. Ten faculty members from the colleges of Arts and Sciences, Business, Education, Communication, Engineering, and Nursing were surveyed. Qualitative analysis of results indicated wide variations in the courses using discussion boards, in provision of instructions to students, in discussion organization, in professorial participation, in student participation requirements, and in assessment of discussion participation. Overall, professors felt the online discussion format encouraged students who did not participate in class to express themselves and encouraged all students to formulate their thoughts at a deeper level. The time commitment of the instructor was seen to be the primary disadvantage of the online format. (Contains 13 references.) (DB)

George Gutierrez). Papers include abstracts and references. (KC)

ED 446 214   CE 080 753

Lee, Koby, Ed.
Access to Quality and Success: Applying Principles of Good Practice. Program and Proceedings of the Adult Higher Education Alliance/American Council on Education Annual Conference (20th, Chicago, Illinois, October 4-7, 2000).
PUB DATE- 00
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Acceleration (Education); Accounting; Adult Students; Allied Health Occupations Education; Distance Education; *Educational Practices; *Evaluation Methods; Foreign Countries; Higher Education; International Educational Exchange; *Learning Disabilities; Metacognition; *Portfolio Assessment; Student Evaluation; Teaching Methods; *Transformative Learning; Vocational Education
IDENTIFIERS- Israel

This document contains 22 papers presented at a conference on practices in adult higher education. Representative papers include the following: "The Classroom as a Model of Social Justice" (Keith B. Armstrong, Susan A. Timm); "Adult Students with Learning Disorders and Attention-Deficit/Hyperactivity Disorders" (Richard Ashbrook, Jody Founrier, Jeanette McDonald, Tanya Poteet); "Teaching for Wisdom: Is It Possible?" (Caroline Bassett); "Thorny Issues of Reliability, Validity, and Fairness When Evaluating Portfolio Assessment" (Nancy J. Cooledge, Jocelyn J. Cooledge, Kimberly Weihe); "Using Portfolio Assessment for General Education in an Adult Degree Program" (Sharon Bailey Drury, Cynthia Tweedell); "A Partnership in Health Professions Education: Connections between the United States and Israel" (Charles W. Ford, Lucia F. Miree); "Quality Learning and Adult Transformative Development" (Roxanne M. Gonzales, Jayne Pelletier); "Using Comprehensive Portfolios to Encourage Self-Managed Learning and Assess Program Outcomes" (Roberta Hartmann, Andrew Carlson); "Adults with Learning Disabilities: A Developmental Perspective" (Sandra Johnson); "Assessing for Metacognition Competencies in an Adult Degree Completion Program" (Roberta Albom Liebler); "Outcomes and Quality: Assessment Is the Key to Success" (Jane A. Long); "Do Faculty Gear the Language of Distance Education Web Courses to Adult Learners?" (Evan S. Smith); "A Study of Adult Learners' Persistence and Success in Accelerated and Traditional Programs" (Raymond J. Wlodkowski); and "Assessment of Student Learning: Implications for Teachers and Learners" (Kathryn Gleason Cook). A conference program included in the packet contains summaries of the papers. (KC)

ED 446 215   CE 080 765

Employment and Training for Court-Involved Youth. Report.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.; Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 00
NOTE- 107p.; Report prepared by the Task Force on Employment and Training for Court-Involved Youth under the auspices of the Home Builders Institute.

"Control and Democracy in Adult Correctional Education" (Howard S. Davidson); "Cooperative Extension" (Glenn J. Applebee); "Distance Education for Lifelong Learning" (Chere Campbell Gibson); "English as a Second Language in Adult Education" (Richard A. Orem); "Contributions of the Military to Adult and Continuing Education" (Steve F. Klime, Clinton L. Anderson); "Older Adult Learning" (James C. Fisher, Mary Alice Wolf); "Formal Mentoring Programs" (Catherine A. Hansman); "Prior Learning Assessment: The Quiet Revolution" (Alan M. Thomas); "A Postmodern Approach to Adult Religious Education" (Leona M. English, Marie A. Gillen); "Urban Contexts for Adult Education Practice" (Barbara J. Daley, James C. Fisher, Larry G. Martin); "Adult Education and Society" (Thomas W. Heaney); "A Sociology of Adult Education" (Phyllis M. Cunningham); "The Politics of Knowledge Construction" (David Deshler, Nancy Grudens-Schuck); "Evolving Directions in Professionalization and Philosophy" (Ronald Podeschi); "Defining the Profession: A Critical Appraisal" (Susan Imel, Ralph G. Brockett, Waynne Blue James); and "The Learning Society" (John Holford, Peter Jarvis). All papers include substantial bibliographies. Concluding the handbook are lists of the contents of past handbooks. (MN)

ED 446 232   CE 080 826

Lockert, Richard
SARC Supplementary Tutor Handbook: Supporting Literacy for People with Intellectual/Developmental Challenges.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Saskatchewan Dept. of Postsecondary Education and Skills Training, Regina.
PUB DATE- 00
NOTE- 260p.; Additional funding provided by the Saskatchewan Literacy Foundation in partnership with SaskEnergy.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Beginning Reading; *Classroom Techniques; Cognitive Style; Computer Uses in Education; Definitions; *Developmental Disabilities; Educational Needs; Educational Practices; Educational Research; Educational Resources; Educational Theories; Evaluation Methods; Foreign Countries; Guidelines; Instructional Materials; Internet; Learning Activities; Learning Processes; *Literacy Education; Literature Reviews; Outreach Programs; Pilot Projects; Remedial Instruction; Special Needs Students; State of the Art Reviews; Student Characteristics; Student Evaluation; Student Needs; Success; Teacher Characteristics; Teacher Role; Teacher Studen Saskatchewan
IDENTIFIERS- Saskatchewan

This handbook, which is intended for tutors, disability practitioners, and others working with adults with intellectual/developmental disabilities, contains supplementary materials for and about supporting literacy for people with intellectual/developmental challenges. The handbook is a product of the following activities: extensive research of the existing literature; discussion and exchange with literacy experts, practitioners, and some learners; and input from pilot agencies delivering literacy programming in Canada. The

Teach Students in the Information Era?" (K.C. Chu); "Integrating Adult Learning Principles in Web Based Open Learning" (Shyamal Majumder); "Integrating the Strengths of the Web-Based and Traditional Models of Teaching" (T.Y. Leung, Sarah Y.S. Tran); "Web-Site Teaching: Analysis of Its Future Development" (Ying Wai Peter Chiu); "Using the Web to Enhance Language Teaching and Learning and Distributed Cognitions in a Conventional Sub-degree Setting" (Wanda W.Y. Lau); "The Effectiveness of Using Technology to Teach English as a Second Language" (Rita Yuk Kwan Ng); "Web-Based Vocational English: Development, Practice and Problems" (Kim Hung Martina Chan, Chi Ming Lee); "Establishing a Virtual Building and Construction Site for Education and Training" (John F. Barrett, Brian Wilkins); "The Webvolution's Impact on Vocational Classrooms and Administration" (Elaine S. Stith); and "Audio and Video Development for Multimedia and Web-Based Applications" (Teresa Yohon). Most papers contain substantial bibliographies. (MN)

ED 446 248   CE 080 848

Partnership for Vocational Education and Training. Paper Presentations: Session E.
PUB DATE- 00
NOTE- 120p.; In: Vocational Education and Training for Life Long Learning in the Information Era. IVETA International Vocational Education and Training Association Conference Proceedings (Hong Kong, China, August 6-9, 2000); see CE 080 842. Paper from Session E6 by Dudu M. Dlamini not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Access to Education; Adult Learning; Articulation (Education); Business Administration; Corporate Education; Disabilities; Education Work Relationship; Educational Planning; *Educational Policy; *Educational Practices; Educational Research; Employment Qualifications; Engineering Education; Entrepreneurship; Faculty; Foreign Countries; Graduate Study; Human Capital; Industrial Training; Integrated Curriculum; Interdisciplinary Approach; Internship Programs; *Job Training; Labor Force Development; *Lifelong Learning; Mentors; Models; On the Job Training; *Partnerships in Education; Postsecondary Education; Professional Continuing Education; Professional Development; Qualitat China; European Union; Hong Kong; Information Age; Scottish Vocational Qualifications; TAFE (Australia); Taiwan; United State
IDENTIFIERS- China; European Union; Hong Kong; Information Age; Scottish Vocational Qualifications; TAFE (Australia); Taiwan; United States

This document contains 18 papers from the partnership for vocational education and training (VET) section of an international conference on VET for lifelong learning in the information era. The following are papers are included: "School, TAFE (Technical and Further Education), and University Links, in Pursuit of a Seamless Pathway" (Robert Player); "Work-Based Training: Experiences of Student Interns" (Marcelle Hardy, Carmen Parent, Johanne Forget); "A New Model for Workforce Development: University of Nevada Las Vegas Educator Externship Program" (Sterling Saddler, Gina M. Toth, Lisa M. Bybee); "Workplace Learning as an Investment in Human Capital" (Johanna Lasonen, Reijo Parikka); "Supporting Lifelong Learning; The New Integrated Scottish Qualifications System" (Maida Grant); "Key Policy Issues in the Promotion of Information Technology in Vocational Education: Some Lessons

NOTE- 849p.; For individual monographs, see CE 080 884-940. Some monographs in proceedings not individually indexed. Proceedings were issued on CD-ROM.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *Adult Learning; Adult Students; Articulation (Education); Business Education; Case Studies; Change Agents; College Programs; Computer Assisted Instruction; Critical Thinking; Cultural Pluralism; Curriculum Development; Databases; Delivery Systems; Developed Nations; Developing Nations; *Economic Development; Education Work Relationship; Educational Finance; *Educational Needs; Educational Policy; *Educational Practices; Educational Research;
IDENTIFIERS- Arab States; Australia; Continuous Quality Improvement; Global Economy; ISO 9001; Jamaica; Knowledge Bases; Learning Organizations; *National Development; New Zealand; Persian Gulf; Polytechnics; United Kingdom; United States

This document contains a total of 57 welcoming speeches, theme addresses, seminar and workshop papers, and poster sessions that were presented at a conference on technological education and national development. The papers explore the ways technology and technological advances have both necessitated and enabled changes in the way education is designed and delivered. The following are among the themes addressed in the individual papers: rival views of technology and their impact on education; the learning needs of older adults using information technologies; entrepreneurship education; lifelong learning on the World Wide Web; issues faced by polytechnics and institutes of technology as they respond to the challenges of Internet technologies and new media; working knowledge; flexible delivery; strategies for teaching technical students to be critical; development of curricula incorporating "hands-on" experience and interaction with industry; a framework for open, flexible, and distributed learning; models of online teaching; the transition from secondary to university education; digital curriculum databases; use of technology to foster authentic communication for second language students; labor and education dilemmas facing the Arab Gulf States; the future of women's colleges; universal education; English for workplace purposes; empathy as a paradoxical key to successful human learning futures; economic education; and funding problems of technical education in developing countries. Many papers include substantial bibliographies. (MN)

ED 446 266 CE 080 884

Elsner, Paul A.
Rival Views of Technology: Leadership Lessons for an Uncertain Future.
PUB DATE- 00
NOTE- 16p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Community Colleges; *Computer Uses in

Alberta has adopted the position that a four-year university program in engineering is reasonable for producing graduates that either enter the work force as "engineers-in-training" or enter further studies in engineering or in business, law, or medicine. However, the university strongly recommends an additional 16-month internship in industry for students wishing to advance into leadership roles. (MN)

ED 446 282   CE 080 900

Farrell, Wendy; Farrell, Kent
The Tertiary Awareness Programme Pilot Transition from Secondary School to University. An Australian Experience in Student Transition.
PUB DATE- 00
NOTE- 15p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Adult Learning; *Articulation (Education); Conventional Instruction; Daily Living Skills; Educational Environment; Educational Strategies; Foreign Countries; *High School Students; High Schools; Higher Education; *Lifelong Learning; *Orientation; Outcomes of Education; Partnerships in Education; *Pilot Projects; Program Effectiveness; Program Implementation; Skill Development; Social Integration; *Transitional Programs; Universities
IDENTIFIERS- *Australia (Queensland)

Australia's Queensland Education Department and Central Queensland University (CQU) jointly developed a pilot program, called the Tertiary Awareness Programme Pilot (TAPP), to ease the transition of students advancing from Queensland's Glenmore State High School to the university. Unlike most previous transition-type courses, the TAPP relied heavily on a process of acculturation and socialization in conjunction with the delivery of a variety of traditional learning and student-centered life skills. The TAPP was designed to integrate the academic, social, economic, and environmental aspects of transition. Its primary aim was to encourage development of appropriate lifelong learning skills by senior high school students who were preparing for their first year at a university. The 10-week TAPP was delivered on campus at CQU to allow participants to experience a high degree of "socialization." The TAPP materials were delivered through a combination of lecture and tutorial formats. In addition, students took part in activities outside the classroom, including orientation programs with CQU's student association and meetings and social functions with faculty, and social functions with various departments. Postprogram evaluations confirmed that the TAPP significantly improved students' levels of understanding of a wide range of transition-related issues. (Contains 14 references.) (MN)

ED 446 283   CE 080 901

Zabudsky, Jeff
The Digital Curriculum Database: Meeting the Needs of Industry and the Challenge of Enhanced Student Learning.

Classroom situations) (055)

DESCRIPTORS- *Behavior Modification; Coping; *Counseling Techniques; Counseling Theories; Counselor Training; Cultural Pluralism; Interpersonal Competence; *Problem Solving; *Reality Therapy; Stress Management

IDENTIFIERS- Brief Therapy; Choice Behavior; Glasser (William); Reality Counseling

This book serves as a comprehensive and practical guide to reality therapy, and extends its principles and practices beyond the initial descriptions. A central theme of this edition is that reality therapy is a method inherently designed for the exigencies of the 21st century. It contains 22 types of self-evaluations counselors can use to shorten therapy time in this current managed care environment. An interview with William Glasser, founder of reality therapy, is included. Chapter One provides ideas on how to handle conflict. Chapter Two presents an interpretation of choice therapy and the twofold teleology of total behavior. Chapter Three describes some differences in reality therapy. Chapter Four details the history of reality therapy and explains the Choice Community Project. Chapters Five and Six delve into behavioral theories. Chapter Seven presents a workable model for counseling applied to relationships. Chapter Eight describes how to create the therapeutic environment. Chapter Nine discusses specific interventions. Chapter Ten discusses the qualities needed in order to use reality therapy. Chapter Eleven spells out the variations for the cultural adaptation of reality therapy. Chapter Twelve summarizes a sampling of research studies. (Contains 1 table, 9 figures, and 298 references.) (JDM)

ED 446 302 CG 030 412

Canino, Ian A.; Spurlock, Jeanne

Culturally Diverse Children and Adolescents: Assessment, Diagnosis, and Treatment. Second Edition.

PUB DATE- 00

NOTE- 228p.; Foreword by Clarice J. Kestenbaum.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; American Indians; Asian Americans; Beliefs; Blacks; Case Studies; Counseling Theories; *Counselor Training; *Cultural Pluralism; *Disadvantaged Youth; Economic Factors; Family Characteristics; Intervention; *Mental Health Workers; Socioeconomic Status; Youth Problems

IDENTIFIERS- African Americans; Latinos; Native Americans

This book is designed to guide mental health practitioners in conducting culturally competent and effective work with economically disadvantaged youth from African American, Asian American, Latin American, and Native American backgrounds. It outlines the theoretical constructs for understanding how cultural and socioeconomic differences have an impact on assessment, diagnosis, and service delivery. Case studies are used to illustrate situations and serve to help clinicians gain insight into the impact of poverty and discrimination on young people. The cases also provide practitioners with an understanding of family belief systems and the cultural expectations associated with children's behavior. The book offers suggestions on how to conduct interviews with reluctant participants, how to use available diagnosis criteria, and what interventions to use. It includes examples of community severe as group violence against others. The chronically oppressed student may conclude that school is a frightening and unfriendly place. Teasing has recently become the focus of psychological research and this paper provides a theoretical framework to help understand the developmental process of those who bully. Research on family dynamics reports that the absence of a father is a factor for the children involved in bullying. Data also suggests that aggressive youth have experienced more punitive, hostile, and abusive family treatment than their peers. The paper highlights research that suggests that a school-based intervention program produced promising results in reducing bullying and victim problems. (Contains 23 references.) (JDM)

ED 446 322 CG 030 451

Worthen, Vaughn E.; Dougher, M. Kirk
Evaluating Effective Supervision.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Evaluation; *Counselor Training; Graduate Students; Higher Education; Models; *Practicum Supervision; *Psychotherapy; Supervisory Training

This paper outlines the purposes, professional obligations, and key components to consider when providing effective evaluation in psychotherapy supervision. An overview of various methods for gathering supervision data for evaluation purposes is provided including self-reporting; process notes; video and audiotaping; live observation; co-therapy; and practices of reflectivity. A review is provided of research findings related to evaluation in supervision. The paper describes the creation of a Supervision Outcomes by Method Evaluation Matrix to help supervisors identify the kinds of outcomes they are trying to facilitate and the methods they may want to employ to evaluate those outcomes. A list of references to articles on evaluation in supervision and on instruments and formats for evaluation in supervision are provided. (JDM)

ED 446 323 CG 030 452

Mensinger, Janell
Conflicting Gender Role Prescriptions and Disordered Eating in Single Sex and Coeducational School Environments.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Body Image; *Eating Disorders; *Females; Foreign Countries; Secondary Education; Secondary School Students; *Self Concept; Sex Role; *Sexual Identity; *Single Sex Schools
IDENTIFIERS- Australia

This paper reviews the findings reported by Dyer and Tiggemann students on a daily basis, are reliable sources of information about students. Such observations become even more important in the absence of a standard set of indicators that identify troubled students. Some questions raised by student profiling include the risk of misidentifying a student as potentially violent and the profiler's qualifications. Other violence-prevention measures available to schools include investing in emotional and social learning, using incident profiling rather than student profiling, and performing functional assessments. (Contains 12 references.) (RJM)

ED 446 345   EA 030 575

Hertling, Elizabeth
Evaluating the Results of Whole-School Reform. ERIC Digest Number 140.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; *Evaluation Criteria; Federal Aid; Financial Support; Formative Evaluation; *Program Evaluation
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; ERIC Digests

This digest examines what is involved in evaluating whole-school reform programs. Such evaluations are necessary to renew Comprehensive School Reform Demonstration (CSRD) program grants and are intended to help schools determine what is working and what needs to be changed. Two primary goals of CSRD evaluation are to create a flexible design and to keep the design realistic. Performance measures should be aligned with the intended outcomes of comprehensive reform programs and should produce data that are both quantitative and qualitative. The key to a comprehensive evaluation is to address key questions early in the program so that the process will reflect the needs, interests, issues, and resources unique to the school. Since the manner in which whole-school reform is implemented affects results, the evaluation design must reveal how well the program's implementation is working and what concrete results it has achieved. Elements that can derail an evaluation plan include districts that lack resources for the evaluation, the presence of key stakeholders who do not have the skills to work together, and educators' fear that the evaluation will be used against them. After gathering the data, the results should be formatted for ease of use and then used to improve the program. (Contains 11 references.) (RJM)

ED 446 346   EA 030 593

Renchler, Ron
New Patterns of School Governance. ERIC Digest Number 141.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

responsible for their students' academic achievement and progress. PSAA includes a method to measure how well a school is doing, called the Academic Performance Index (API), a program to help schools that are considered "underperforming," and rewards for schools judged to be doing a good job or improving significantly. This parent guide provides impartial, factual answers to frequently asked questions from parents about the PSAA: What is the API? What is a good API? What do API scores and the ranking system tell about schools? How will high performing schools be rewarded? (DFR)

ED 446 367 EA 030 655

Howell, Penny
Collective Bargaining: Explaining California's System. Report.
SPONS. AGENCY- Walter and Elise Haas Fund, San Francisco, CA.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collective Bargaining; *Decision Making; *Educational Policy; Elementary Secondary Education; Program Budgeting; Public Schools; *Salaries; School Districts; *Teacher Associations; *Teacher Employment; Teacher Student Ratio; Work Environment

Collective bargaining to establish salaries, benefits, and working conditions for public school employees is now an institutionalized fact of life in California. Virtually all public school districts participate in collective bargaining. School districts can implement most new laws--from class-size reduction to teacher evaluation--only after they have bargained the impact. This can be significant in a district's labor-management relationships. Further, although districts bargain independently, control of revenues for public schools is centralized in Sacramento--leaving districts with limited flexibility to satisfy competing requests for resources. This report explains how school-district collective bargaining works in California, how conflicts are resolved, and who the players are. (DFR)

ED 446 368 EA 030 657

Goorian, Brad
Alternative Teacher Compensation. ERIC Digest Number 142.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Compensation (Remuneration); Elementary Secondary Education; Incentives; Job Performance; Mastery Tests; Merit Pay; *Merit Rating; *Performance Based Assessment; Personnel Evaluation; *Teacher Competency Testing; *Teacher Salaries
IDENTIFIERS- ERIC Digests; National Board for Professional Teaching Standards

Legislators and school districts are reviewing alternative compensation plans in an effort to attract and retain qualified teachers. Limited merit-pay based plans have been abandoned, "Recent Decisions of the Commissioner of Education"; "Title IX and Its Implications for School Districts"; "Current Developments in Labor and Employment Law"; "Recent Developments under the Public Employees' Fair Employment Act"; "Student Searches and Seizures"; and "ADA: Disability and Reasonable Accommodation." (DFR)

ED 446 390 EA 030 684

Molnar, Alex; Morales, Jennifer
Commercialism School.com: The Third Annual Report on Trends in Schoolhouse Commercialism.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; *Charter Schools; Elementary Secondary Education; *Internet; *Merchandising; *Privatization; *Public Schools; *Vendors

This report details the seven categories tracked by the Center for the Analysis of Commercialism in Education (CACE) between 1990 and 1999-2000: sponsorship of programs and activities, exclusive agreements, incentive programs, appropriation of space, sponsored educational materials, electronic marketing, and privatization. The 1999-2000 report added an 8th category: fundraising. The total number of press citations found in CACE's database searches increased 23 percent between 1998-99 and 1999-2000. Commercial activities in schools appear to be continuing the upward trend observed throughout the 1990s. Furthermore, the growing interconnection of schoolhouse commercializing suggests that marketers are attempting to create a seamless advertising environment that surrounds children in and out of school. The drive to put technology in schools appears to be opening new channels for commercial activity in schools. In spite of the apparent increase in commercial activity, signs of disenchantment are beginning to emerge. Increasing attempts at the local, state, and federal levels to regulate or ban certain types of commercial activities are another indication of a developing public awareness of potential negative consequences of such activities. An appendix contains sources, search strategies, and search terms. (Contains 139 references.) (DFR)

ED 446 391 EA 030 697

McComb, Jan
Charter Schools. Issue Brief.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Charter Schools; Elementary Secondary Education; Institutional Autonomy; Public Schools; *School Based Management; School Effectiveness; *State Legislation; State Regulation; Teacher Certification
IDENTIFIERS- *Oregon; Oregon State Department of Education

Since 1991, charter schools of widely varying types and structure have spread to 1600 schools nationwide. A federal study suggests charter schools, compared with other public schools, are smaller, have a similar racial composition, and serve on average slightly fewer students with disabilities, an equal

ED 446 411   EC 308 099

Almond, Patricia; Quenemoen, Rachel; Olsen, Kenneth; Thurlow, Martha
Gray Areas of Assessment Systems. Synthesis Report 32.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; Case Studies; *Disabilities; *Educational Assessment; *Educational Testing; Elementary Secondary Education; Evaluation Methods; State Programs; Student Evaluation; *Student Participation; *Testing; *Testing Problems

This paper discusses students with disabilities who do not fit into large-scale traditional assessment systems, seeks to clarify what is meant by "gray areas of assessment," delineates the primary issues that surround and contribute to gray areas, and provides suggestions for developing fully inclusive systems. It provides brief case studies of the assessment practices in two states, thereby highlighting the reality of gray areas as states implement their assessment systems. After a review of the national reform context, a model with five interrelated questions is presented that provides a basis for defining and addressing gray area concerns: (1) what is driving large-scale assessment programs and how does it affect gray area concerns; (2) how does a state or district approach to content and performance standards affect gray area concerns; (3) how do test accommodations and modification policies affect gray area concerns; (4) how do assessment formats affect gray area concerns; and (5) how does the nature of the high- and low-stakes accountability system affect gray area concerns. (Contains 11 references.) (Author/CR)

ED 446 412   EF 005 322

Moore, James A.; Powers, Daniel S.
Florida Safe School Design Guidelines.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Office of Educational Facilities.
PUB DATE- 93
NOTE- 383p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Educational Facilities Improvement; Elementary Secondary Education; *Guidelines; Public Schools; Questionnaires; *School Safety; *School Security; *State Standards
IDENTIFIERS- Building Codes; *Florida

This document provides guidelines Florida schools can use in designing schools that enhance school safety and security. It examines the literature available on school safety and security and the principles of Crime Prevention Through Environmental Design (CPTED), and presents a survey of Florida's 67 school districts examining incidences of safety and security problems and steps taken to prevent such incidents. Concluding sections materials are also suitable for on-site training sessions involving students at different levels of proficiency. This curriculum and modules were designed to be used in the northern part of New York state near the Quebec border. Reviewed are instructional design, including determining foreign language and culture needs, the make-up of the class, and selecting instructional materials and the format of instruction. Six modules cover three topics: getting acquainted, getting around, and getting down to business (over three modules). Other topics considered include the following: work relevance as criterion for content selection, awareness of managerial conditioning, instructional approach. (KFT)

ED 446 438 FL 026 452

Second Languages: Standard Course of Study and Grade Level Competencies, K-12.
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Education; *Educational Objectives; Elementary Secondary Education; Language Proficiency; Second Language Instruction; Second Language Learning; State Curriculum Guides
IDENTIFIERS- Content Area Teaching; *North Carolina

This standard course of study for North Carolina public schools establishes competency goals and objectives directing the teaching and learning of foreign languages in North Carolina. It is a flexible guide to instruction, emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately exit form high school. This revised curriculum focuses on themes and concepts rather than isolated facts. It emphasizes thinking skills and problem solving more than memorization and recall of information. This guide includes the entire curriculum that should be made available to every student in North Carolina public schools, K-12. Numerous diagrams and tables are included throughout the text as the detailed requirements for each grade level and each subject, including electives, are provided. Ninety-three references are included. (KFT)

ED 446 439 FL 026 453

A Guide to the Standard Course of Study for Limited English Proficient Students, Grades K-5.
PUB DATE- 00
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competency Based Education; Elementary Education; *English (Second Language); *Limited English Speaking; Second Language Instruction; Second Language Learning; *State Curriculum Guides; *Teaching Guides
IDENTIFIERS- Content Area Teaching; North Carolina

This curriculum guide is designed to help both English-as-a-

DESCRIPTORS- Academic Freedom; Accreditation (Institutions); College Faculty; Developing Nations; Distance Education; Diversity (Institutional); Educational Trends; Foreign Countries; Governance; *Higher Education; Institutional Autonomy; Intellectual Property; *International Education; Researchers; *Unions

One of the major goals of the Second Education International (EI) Conference on Higher Education and Research was to strengthen EI's position as the representative global organization of teachers and research workers, and to develop the role of these unions. Papers in this volume cover major issues and challenges in the international education arena for these populations. Highlighted themes throughout the conference include free access to higher education for those meeting relevant entry criteria; priority of public funding for universities, colleges, and research institutions; institutional autonomy and academic freedom for the aforementioned institutions; and representation of staff on all key decision-making bodies within these institutions. Support for higher education and research personnel in developing countries is emphasized. By section, topics covered are: challenges for developing countries and countries in transition; transnational higher education and faculty unions; university governance, academic freedom, autonomy and social change; salary determination and collective bargaining; diversity, discrimination and career development paths; research and research funding; higher education and research unions and the broader trade union movement; and higher education and research union strategies in EI. Five appendices are included. (HB)

ED 446 460 HE 033 214

Where Have Oregon's Graduates Gone? Survey of the Oregon High School Graduating Class of 1999. A Report to the Oregon State Board of Higher Education.
PUB DATE- 00
NOTE- 70p.; For 1997 report, see ED 430 464.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance Patterns; *College Attendance; College Choice; Colleges; Educational Planning; Enrollment Influences; Enrollment Trends; *High School Graduates; High Schools; Higher Education; *Questionnaires; State Surveys; Statistical Data; Universities

Since 1993 The Oregon University System has gathered information about the college enrollment characteristics of its graduates in order to understand the college choices and behavior of Oregon's high school graduates. It sought to identify the proportion of the graduating class that went on to a postsecondary school, the type of college students chose, and reasons behind choice of college. In 1999 it conducted a fourth survey in the series, consisting of telephone interviews with a randomly selected sample (N=1,301) of Oregon's high school graduating class of 1999. Results indicate the proportion of the graduating class that attended a postsecondary institution, the type of college chosen, and the reasons for choosing the college. If a graduate did not attend college, a reason was sought. According to results, college attendance rate for this graduating class is approximately 84%. A greater proportion of 1999 graduates than 1997 graduates enrolled in four-year institutions. The number of students leaving Oregon to go to

NOTE- 375p.; Produced by Michael Nelson and Associates.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Colleges; *Core Curriculum; Course Content; *Curriculum; Curriculum Design; *Educational Innovation; General Education; Higher Education; *Humanities; *Humanities Instruction; Instruction; Instructional Innovation; Interdisciplinary Approach; Universities

Based on thirteen examples of humanities programs across the U.S., this book attempts to address the question of what an effective core humanities curriculum should include. It looks at issues such as course requirements, standardized versus more flexible programs of learning, and the question of how responsive such programs should be to current trends in education. Other issues addressed include the integration of non-Western texts, the use of interdisciplinary approaches, and varying methods of organizing humanities programs. The document examines, for each program example, student and alumni response to the programs, faculty recruitment and retention, the curriculum itself, and pedagogical issues. Some common attributes are found among the programs discussed. Most programs include a multi-term approach which looks at the great issues from a variety of perspectives and involves multiple disciplines. All of the programs emphasize the involvement of faculty in guiding students' general education. Primary texts are utilized across the spectrum, and a chronological approach is common. Differences among the programs include original design, and the use of innovation in the face of challenges, insights, and opportunities. (HB)

ED 446 482 HE 033 271

Audit Guide: Audits of Federal Student Financial Assistance Programs at Participating Institutions and Institution Servicers.
PUB DATE- 00
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Finance; Expenditures; Federal Aid; *Financial Audits; Financial Support; Higher Education; Income; Public Colleges; State Federal Aid; Student Loan Programs; Universities

All institutions participating in the Federal Student Financial Assistance Programs must have an annual financial aid compliance audit performed by an independent auditor. This guide is effective for fiscal years ending December 31, 1999, and thereafter, for institutions preparing for their yearly audit. The purpose of the document is to assist institutions and organizations in fulfilling their responsibilities for completing and submitting the required audit. The guide supersedes the 1997 version. Attached are five pages highlighting changes from the prior version. (HB)

ED 446 483 HE 033 275

de Sousa, Fernando Jose Vieira Cardoso
Creativity and Effectiveness in Teaching: Perceptions of Students and Lecturers of the Lisbon Polytechnic Institute (IPL).

May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Educational Improvement; Educational Quality; Partnerships in Education; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Continuous Improvement; Estrella Mountain Community College Center AZ; *Group Interviews; Stakeholders

This paper outlines a successful, stakeholder driven, continuous improvement process that is currently used at Estrella Mountain Community College, Arizona. The process is designed to address the next step of what to do with institutional effectiveness data after it has been collected and reported. Many institutional effectiveness processes stop with the publishing of data. While this serves accountability purposes, it does little to ensure that data will be used for improvement purposes. To stimulate improvement around the college's core indicators of effectiveness, Estrella Mountain has designed a group interview process with stakeholders responsible for delivering on different aspects of the mission and goals of the college. Using a set of interview questions, the college stakeholders identify standards for the core indicators of effectiveness, develop strategies for improvement, and take ownership of these strategies. The interview approach has been used by the college for 3 years and has resulted in enhanced awareness of the institutional effectiveness process, increased participation by all stakeholders, and the development of concrete improvement strategies that are reviewed on an annual basis. (Author/SM)

ED 446 506 HE 033 318

Casey, Julie; McLaughlin, Gerry
Strategic Academic Activities: Bring Them Together with a Program Portfolio. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Evaluation Methods; Higher Education; *Portfolios (Background Materials); Program Evaluation; *Strategic Planning
IDENTIFIERS- DePaul University IL

This paper describes how one university developed a program portfolio, which provides a means for integrating previous strategic initiatives. Step one involved identifying the need for information as different institutional changes were implemented. Over 4 years, the university: launched a comprehensive strategic growth plan; designed and implemented a new university-wide system of academic program review; created an Office of Teaching and Learning and Assessment; implemented initiatives under a Title III Strengthening Institutions grant to improve undergraduate retention and advising; and began moving administrative information systems to PeopleSoft. Step two involved identifying the program portfolio and the opportunity to change. The portfolio unified and integrated study surveyed institutions where the Ed.D. was the first-ever-doctoral degree offered and where the degree has been implemented within the past 15 years. Like SCSU, the surveyed schools were not classified as Doctoral/Research I Universities, and their faculties commonly carried a 9 or more credit hour teaching load. Findings suggested that implementing the Ed.D. as the first-ever doctoral degree at an institution of higher education has mainly positive implications for the college of education and the university. The university may realize a greater appreciation for research at undergraduate and graduate levels, faculty may have the opportunity to teach doctoral courses and advise doctoral dissertations, students may realize higher career goals, and the campus may gain additional doctoral programs in areas other than education. However, in order to accommodate doctoral-level teaching and research, substantive issues and problems must be resolved pertaining to program development, faculty appointments and new positions, funding, and transforming the campus culture. (Appendices contain survey and interview questions.) (EV)

ED 446 527 HE 033 362

Ercetin, S. Sule
Personal Visions of the Rectors in the Turkish Universities for the New Millennium.
PUB DATE- 00
NOTE- 9p.; Paper presented at SEDA Spring 2000, "Reaching Out" (Coventry, England, April 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrators; Educational Change; Foreign Countries; Higher Education; Institutional Environment; *Leadership; Leadership Responsibility; Professional Development; School Administration; Self Evaluation (Individuals)
IDENTIFIERS- Administrator Surveys; Turkey

Based on the premise that vision is an important leadership characteristic for university administrators, this study explored the personal phase of the vision development process among university administrators in Turkey. Data were collected from 67 rectors of Turkish universities concerning their proficiencies, fields of self-development, leadership styles, professional values, and hopes and plans for their universities. Findings indicated that the rectors valued honesty, democracy, and hard work and had high hopes for improving the academic standings of their institutions. (EV)

ED 446 528 HE 033 363

St. John, Edward P.; Hu, Shouping; Simmons, Ada; Musoba, Glenda Droogsma
Aptitude versus Merit: What Matters in Persistence? Policy Research Report.
SPONS. AGENCY- Indiana Univ., Bloomington.; Lilly Endowment, Inc., Indianapolis, IN.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Admission Criteria;

PUB DATE- 87
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; College Faculty; Computer Uses in Education; *Distance Education; *Educational Media; *Educational Technology; Higher Education; *Multimedia Instruction; Quality Control; *Teacher Role; Teaching Methods

This booklet discusses issues to consider when using instructional media in higher education. Section 1 highlights quality control, discussing such key questions as how accountability and responsibility for creating instruction are determined and what the faculty's role is in determining how courses are to be adapted and delivered. Section 2 discusses the trivialization of instruction, noting that adopting instructional media methods deprives faculty of creative roles in instruction. Section 3 discusses the resulting homogenization of instruction. Section 4 examines the timeliness factor, or the loss of dynamic elements in instruction when using this static form of delivery. Section 5 discusses curriculum control, noting the potential for administrative tyranny. Section 6 discusses effects on the institution and the faculty who create such courses. For example, an institution loses control over the product which carries its name and reputation, and faculty who participate in course development for technological delivery take a back seat to production and technical personnel. Section 7 explains how to offer quality off-campus students instruction via modern technology, noting that instruction will be of higher quality if distance learning programs and technologically delivered instruction allow faculty to achieve the full realization of their professional responsibilities. (SM)

ED 446 548 HE 033 384

Stern, Milton R.
A Generation in Command: Higher Education's Role in Retirement Learning. Occasional Paper.
PUB DATE- 89
NOTE- 17p.; Adapted from a speech given at the NUCEA seminar, "New Programs for a New Population" (Washington, D.C., June 11, 1988).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; *Aging (Individuals); Cognitive Style; Higher Education; Lifelong Learning; *Nontraditional Students; *Retirement

This paper emphasizes the importance of avoiding stereotypes about older people in college and university centers for retirement, noting that members of centers for retirement are members of a generation recently in command. There is much folklore about older people and the aging process, and Americans tend to believe too much in the myths of aging. The sense of group denigration and deindividualization of older people is more pervasive than it has been at any time in the human life cycle since adolescence. Society tends to patronize older people, and this occurs in the university environment as well. Though there are real biological limits set upon people as they age, there are few limits to learning. It is important

PUB DATE- 00
NOTE- 18p.; Paper presented at the Symposium on Research and Scholarship on Higher Education Governance, Trusteeship and the Academic Presidency Sponsored by the Association of Governing Boards of Universities and Colleges and the University of Virginia, Curry School of Education (Charlottesville, VA, December 5-6, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board Administrator Relationship; College Administration; College Faculty; College Presidents; Difficulty Level; *Governance; *Governing Boards; Higher Education; Leadership; Public Colleges; State Colleges; Teacher Administrator Relationship

Some higher education observers suggest that the increasing complexity of academic governance is a way of characterizing the evolution of social expectations. Others say it underscores the adaptability of higher education's organizational structures and practices. As a general account, increasing complexity fits better during times of growth than during times of consolidation or selective reinvestment. Alternative accounts are needed to analyze the dynamics of change during restructuring. Such conceptual advancements could add analytical sharpness to public academic governance rather than merely tracking changes in premises and norms in the division of academic labor. A chasm exists between management and governance. Faculty members are often characterized as unwilling to learn the principles of quality and efficiency espoused by trustees, presidents, and deans. They are commonly cast as scapegoats, protecting their turf from downsizing and restructuring even when the good of the whole depends on such changes. Trustees, presidents, and deans are often accused of bypassing faculty consultation and acting to further their own partisan interests. This chasm is seen as a gap between the common good and self-interest. The paper calls for deliberative efforts to bridge these chasms, noting research that may shed light on effective ways to foster collaboration. (Contains 37 bibliographic references.) (SM)

ED 446 569 HE 033 409

Kolodny, Annette
New Approaches to Research on Leadership and Governance. Occasional Paper.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Symposium on Research and Scholarship on Higher Education Governance, Trusteeship and the Academic Presidency Sponsored by the Association of Governing Boards of Universities and Colleges and the University of Virginia, Curry School of Education (Charlottesville, VA, December 5-6, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Board Administrator Relationship; College Administration; College Presidents; Educational Research; *Governance; *Governing Boards; Higher Education; *Leadership; *Participative Decision Making; Public Colleges; State Colleges

This paper discusses how to design useful research and scholarship on higher education governance, trusteeship, and the academic presidency, proposing radically altered decision

(3) Higher Education Cooperation ACT (usually known as HECA); (4) Engineering Equipment; (5) Educational Opportunity; (6) Work Study; (7) Graduate Incentive; (8) Research Matching; (9) Illinois Century Network; and (10) Eisenhower. Overall, the grant programs were found to have credible policy foundations. They have been administered with close attention to the priorities for higher education, and they reflect a substantial commitment to access and success for minority students. Many of the programs leverage higher education's resources effectively. Overall, there appears to be a high level of satisfaction with the grant programs among the higher education community. Some areas for improvement are outlined. An attachment contains the goals of the "Illinois Commitment." (SLD)

ED 446 590 HE 033 430

Vanselow, Neal A.
The Physician Workforce: Issues for Academic Medical Centers.
PUB DATE- 96
NOTE- 13p.; Paper presented at the Form on the Future of Academic Medicine sponsored by the Association of American Medical Colleges (1st, Washington, D.C., December 2-3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Health Services; Higher Education; *Medical Education; Needs Assessment; *Physicians

Changes in the system for the delivery of health care constitutes a challenge for U.S. academic medical centers (AMCs), which are being called on to produce physicians who can function effectively in the 21st century. This paper discusses issues facing AMCs and suggests some steps that might be taken to deal with the challenges these issues present. There is considerable evidence that the demand for physicians is decreasing as the United States moves from a delivery system based on fee for service to one based on managed care. In addition, there is an oversupply in many specialties, and the oversupply of specialists seems likely to last for many years. Other problems are faced by the geographic and racial maldistribution of physicians. Minorities are still underrepresented in the physician workforce. Still another issue is the concern that current medical education and training programs are not preparing physicians adequately for practice in a health care setting dominated by managed care. The numbers and types of physicians needed in the future will be influenced heavily by developments occurring in other segments of the health care industry. Some steps are already being taken to address some of these issues. Many medical schools are revising their curriculums to incorporate items of importance to managed care. There is also some optimism that the problems of physician oversupply will be addressed in the near future and Congress has requested that the Institute of Medicine develop some options it can consider in revising Medicare graduate medical education programs. (Contains 36 references.) (SLD)

ED 446 591 HE 033 431

Federal School Code List, 2001-2002.
PUB DATE- 00
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.

(2) "The Ivy League and More"; (3) "Schools Where Scholarship Is Honored"; (4) "The Great Books Program"; (5) "Innovative Curricula and Schedules"; (6) "Entrepreneurial Studies"; (7) "The Engineering Schools"; (8) "Flying, Sailing, and Militarizing"; (9) "The Work Colleges"; (10) "More Cool Ideas"; (11) "Men's, Women's, and Minority-Focused Colleges"; (12) "Every Accredited Four-Year Bachelor's Degree-Granting College in the United States and Canada." Although there is a list of free colleges and universities, information is not generally provided about college costs; the aim of the guide is to enable students to find the best possible school "fit." (SLD)

ED 446 610 HE 033 451

Hendley, Vicky, Ed.
AAHE Bulletin, 1999-2000.
PUB DATE- 00
NOTE- 167p.; Published 10 times per academic year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *College Students; *Higher Education; Program Evaluation; *School Role; Service Learning; *Teaching Methods
IDENTIFIERS- *American Association for Higher Education

The 10 issues of this organizational journal provide news columns, calls for proposals, conference information, and several major articles. Articles in this volume include: (1) "New Path, Same Goal: An Interview with Blenda Wilson" (Miller); (2) "Making a Difference: Service Learning as an Activism Catalyst and Community Builder" (Calderon); (3) "State of the Association: A Report from the President on the State of the American Association for Higher Education" (Miller); (4) "The Renewing Power of a Sabbatical" (Sabatini); (5) "Who Will Have Access to the Virtual University? Educators and Policymakers Must Work Together To Ensure That No One Is Excluded from the Educational Opportunities in Cyberspace" (Gladieux and Swail); (6) "How I Plan To Improve Higher Education: The 1999 K. Patricia Cross Future Leaders Award Recipients Share Their Plans, Goals, and Visions for the Future"; (7) "Myths That Make Chairs Feel They Are Powerless: Sic Fallacies That Stifle Change--And How To Overcome Them" (Lucas); (8) "Learning for Organizing: Institutional Reading Groups as a Strategy for Change" (Eckel); (9) "If a Forest Falls, Is It Because No One Was Listening? A Deconstructionist Fairy Tale for Academe" (Chait); (10) "Evaluating Department Achievements: Consequences of the Work of Faculty: Some Colleges Have Learned How To Change the Program Assessment Process from a Dreaded Chore to a Learning Experience. Here Are Their Strategies" (Wergin); (11) "The Scholarship of Teaching and Learning: Questions and Answers from the Field" (Cambridge); (12) "Telling It Like It Is: Using Social Norms Marketing Campaigns To Reduce Student Drinking" (DeJong and Kinkebach); (13) "Bringing the Carnegie Classification into the 21st Century: The Carnegie Classification Has Served Higher Education Well for Three Decades, But the Time Has Come for a New Approach That Recognizes the Many Dimensions of Commonality and Difference among Institutions" (Mc Cormick); (14) "Straight Talk on Race and American Society: Angela Oh Has Traveled the Country Listening to Americans' Ideas about Race. As a Speaker at the 2000 National Conference on Higher Education, She'll Share Some of What She's Heard. Here's a Preview" (Interview by Hendley); (15) "'Stereotype Threat' and Black College Students: When Capable Black College Students Fail To Perform as Well as income students are likely to be successful for the general student population, as well. By contrast, strategies that are designed for general campus populations without taking into account the special circumstances and characteristics of first generation and low income students will not often be successful for the latter. After describing theoretical models of retention, special characteristics of these students, and retention efforts addressing them, the paper concludes by recommending promising strategies for implementation by Student Support Services programs, McNair programs, and other programs addressing the needs of these students. It suggests that structured first-year and learning community programs respond in practical ways to established retention theory and to the specific needs and characteristics of students from low income and first generation backgrounds. (Contains 38 references.) (EV)

ED 446 634   HE 033 483

Fincher, Cameron
Differential Rationality and Personal Development.
PUB DATE- 77
NOTE- 35p.; Paper prepared for a workshop on "Conceptual and Administrative Leadership in Student Personnel Divisions" (Columbus, OH, July 24-29, 1977).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Decision Making; Educational Philosophy; Higher Education; *Individual Development; Problem Solving; World Views
IDENTIFIERS- *Rationality

This publication discusses differential rationality; it asserts that the development of institutions, professions, and individuals involves the differentiation of forms and styles of thinking and knowing that are, in various ways, idiosyncratic. Based on this understanding, differential rationality can be seen as a developmental construct that reflects the subject's readiness or competency in dealing with changing demands. The publication discusses different modes of rationality, including institutional, legal, technical, economic, political, and personal. It also addresses cognitive styles, decision making, problem solving, and personal knowledge. The discussion then explores the implications of differential rationality for personal development, including the stages of personal development (student and adult). It concludes with a discussion of how concepts of differential rationality and personal development may provide useful insights and perspectives with which to consider many problems and issues in higher education. (Contains 74 references.) (EV)

ED 446 635   HE 033 484

Fincher, Cameron
Recalling Hofstadter and Hardy's Classic: The Development and Scope of Higher Education in the United States. IHE Perspectives.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- generation backgrounds. (Contain

learning, assessment, and diversity have advanced. However, there was no theme more prevalent in the literature than technology; it comprised approximately 40% of the literature in this area. Research on active learning advocates the benefits and illustrates the positive outcomes it produces. Since diversity is one of the other major trends in issues in teaching and learning, collaborative learning is demonstrated to have great promise among educators. Research shows that being in an environment with students from diverse backgrounds increases cognitive development and critical thinking. The literature on assessment of learning focuses on how to conduct assessment at the classroom, department, institution, and state level. Alternatives to traditional grading, including student involvement in the grading process, are also being considered among researchers. The results of outcomes research on distance education and technology usage in the classroom have illustrated the value of using both technology and traditional in-person methods to have a balanced and successful experience. Service learning, learning communities, and an emphasis on the human aspect of teaching reflect a concern with the bureaucratic form of teaching that has emerged within most universities due to the tremendous growth of higher education. Active learning, service learning, learning communities, and technology are seen as the main solutions to this problem. (Contains 31 references.) (EMS)

ED 446 655 HE 033 507

Gallin, Alice
Negotiating Identity: Catholic Higher Education since 1960.
PUB DATE- 00
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Catholic Schools; *Diversity (Student); Federal Aid; Financial Support; *Higher Education; *History; Religion Studies; *Religious Education
IDENTIFIERS- *Identity Formation

This historical account of the events to the ongoing effort of U.S. Catholic colleges and universities to arrive at a clear self-understanding addresses how and why these institutions evolved into the structures that exist today. The task of defining institutions as Catholic colleges and universities in relation to the modern world was pursued through negotiation with civic and governmental officials, the U.S. higher education community, the Roman Catholic Church, and the internal constituency of faculty, students, administration and trustees. The task these institutions faced was to adapt to the standards of U.S. higher education, meet legal demands consequent on government funding, satisfy the expectations of students, parents, faculty, and alumni, and do all this without losing their Catholic character. Catholic institutions find the role of religion in higher education and the ecclesial dimensions of theological education to be an ongoing challenge. The pluralism and diversity among student bodies adds to this challenge. Embracing the call to educate all those who are willing to be educated, regardless of race or socioeconomic status, has led to a proliferation of ethnic groups, religious faiths, and wide-ranging education backgrounds on Catholic college campuses. Catholic institutions look for the balance of being truly Catholic, and at the same time, truly universities and colleges. Appendix 1 contains a questionnaire on eligibility for New York state aid to higher education in 1968.

Principles of Good Practice for Student Affairs: Statement and Inventories.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Active Learning; *Educational Environment; *Educational Principles; Higher Education; *Institutional Mission; Moral Development; *Outcomes of Education; Partnerships in Education; Resource Allocation; *Student Personnel Services; Teacher Expectations of Students

Creating learning environments and learning experiences for students has always been at the heart of student affairs work. This document is intended to provide guidelines, titled "Principles of Good Practice," as to how student affairs can advance student learning, and it serves as a framework to aid student affairs in meeting challenges encountered within their institutions without sacrificing the individuality of their institutions. The Principles are not rules, but means to conducting learning-oriented student affairs work, based on extensive research about the impact of college on educational outcomes. The Principles outlined are as follows: (1) engage students in active learning; (2) help students develop coherent values and ethical standards; (3) set and communicate high expectations for student learning; (4) use systematic inquiry to improve student and institutional performance; (5) use resources effectively to achieve institutional missions and goals; (6) forge educational partnerships that advance student learning; and (7) build supportive and inclusive communities. For each Principle there is an inventory of items that pertain to that Principle. The inventory items address policies, practices, institutional culture, norms, and expectations that support good practice in student affairs administration. The inventories are designed to help student affairs professionals examine their individual and institutional mission, goals, policies, and practices to determine their level of consistency with the Principles of Good Practice. (EMS)

ED 446 675 HE 033 527

White, Geoffry D., Ed.
Campus, Inc.: Corporate Power in the Ivory Tower.
PUB DATE- 00
NOTE- 470p.; Edited with Flannery C. Hauck.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Corporate Support; *Corporations; *Educational Economics; Higher Education; *School Business Relationship
IDENTIFIERS- Business Executives

This collection of essays from some of the most active progressive thinkers and organizers in the U.S. offers a broad perspective on the problems of the growing corporatization of the university. The following 30 chapters are: (1) "The Tricks of Academe" (Lawrence Soley); (2) "The Goods at Their Worst: Campus Procurement in the Global Pillage" (Kevin Kniffin); (3) "Money Changers in the Temple" (David F. Nobel); (4) "Succeed with Caution: Rethinking Academic Culture at RPI, PSU, and CSU" (Donald W. Bray, Marjorie Woodford Bray; (5) "Resisting

ED 446 695 HE 033 549

Haworth, Jennifer Grant; Bair, Carolyn Richert
Learning Experiences That Make a Difference: Findings from a National Study of Doctoral Education in the Professions. ASHE Annual Meeting Paper.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 53p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE) (Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Psychology; *College Faculty; *Doctoral Programs; Educational Administration; *Educational Practices; Engineering; *Graduate Students; Higher Education; Nursing; *Student Attitudes
IDENTIFIERS- Stakeholders

The purpose of this study was to explore and develop baseline understandings of the purposes, character (i.e., cultural, teaching/learning, curricular practices), quality, and outcomes associated with doctoral education in four professional fields of study: clinical psychology, electrical engineering, nursing, and school administration. The analysis is based on 3 programs in each of these 4 fields and interviews with 148 stakeholders (faculty, administrators, students, and alumni). Through these interviews, five teaching and learning practices were identified that, from the perspectives of those interviewed, enrich students' doctoral experiences in ways that contribute meaningfully to learning and development. These areas are: (1) the problematization of professional knowledge and practice; (2) the use of relational teaching and learning throughout the doctoral experience; (3) an emphasis on integrative inquiry; (4) individualized mentoring of students; and (5) student engagement in authentic, research-based discovery activities. Taken together these five teaching and learning practices form a learning environment, a culture, that appears to value collegial and reciprocal engagement among faculty and students in a community of practice. (Contains 54 references.) (SLD)

ED 446 696 HE 033 550

Performance Accountability Report, 2000: Maryland Public Colleges and Universities. Volume I.
PUB DATE- 00
NOTE- 142p.; For Volume II, see HE 033 551.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Annual Reports; *Benchmarking; Educational Finance; Educational Trends; Evaluation Methods; *Higher Education; Performance Factors; Program Evaluation; *Public Colleges; State Programs
IDENTIFIERS- *Educational Indicators; *Maryland

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law requires the governing boards of these institutions to submit annual performance accountability reports to the Maryland Higher Education Commission. In 1996, the Commission approved a new accountability system for public higher education that measures campus performance on a series of key indicators that respond to concerns often expressed by

ED 446 717 HE 033 572

Terrell, Lavern; West, Russell
Assessing the Racial Awareness of Majority Group Member Students at East Tennessee State University and the Factors Related to Racial Awareness.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *Racial Attitudes; Racial Relations; State Universities; *Student Attitudes; Student Characteristics; Whites
IDENTIFIERS- *East Tennessee State University

This study examined the racial attitudes of 395 White students in 24 undergraduate classes at East Tennessee State University. The Oklahoma Racial Attitudes Scale (ORAS) was administered as well as a demographic questionnaire. The ORAS is based upon the construct that White racial awareness is characterized by four categories of ethnic identity as defined by the presence, absence, or consideration of two variables: exploration of one's ethnicity and commitment to one's ethnic group. Achieved White racial consciousness may include four types of attitude clusters from dominative to integrative. Unachieved racial attitudes are those avoidant, dependent, or dissonant attitudes that are not securely integrated into the individual's belief system. Results indicated a wide range of racial awareness attitudes with most students having an "Achieved" level of racial awareness. The largest number of students in the "Achieved" racial awareness category expressed reactive attitudes (believing White society wrongly benefits from and promotes discriminatory practices). However, 17 percent expressed dominative attitudes (believing Whites to be superior to other groups). Higher levels of family income were related to development of conflictive or dominative attitudes. Minority composition of the high school was not related to racial awareness attitudes. (Contains 15 references.) (DB)

ED 446 718 HE 033 573

Opening Fall Enrollment, 2000.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; Community Colleges; *Enrollment Trends; Full Time Students; Graduate Study; Higher Education; Public Colleges; Sex Differences; Statistical Data; Undergraduate Study
IDENTIFIERS- *Maryland

This document presents fall 2000 enrollment figures for Maryland colleges and universities in tabular form. Highlights include the following: (1) total headcount enrollments at the state's colleges and Universities increased for the fourth straight year, rising by more than 4,700 students to 272,251, the largest total enrollment in the state's history; (2) most of the increase was due to a sharp jump in the number of full-time undergraduates rising 2.8 percent from 1999; (3) the number of

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; Delinquency; *Delinquent Rehabilitation; *Employment Programs; *Juvenile Courts; *Juvenile Justice; Labor Force Development; National Surveys; State Programs; Success; *Youth Employment; Youth Problems

This report contains a compendium of the opinions and concerns of a task force that researched current conditions that affect court-involved youth and identifies the most promising strategies for connecting court-involved youth to the labor market. The report includes three introductory chapters, four chapters related to task force discussion areas, and eight appendixes. The first chapter provides information about court-involved youth and the challenges in developing programs and systems that meet their needs. The second chapter provides information about the structure of the juvenile justice system. Information about the structure of the workforce development system is summarized in Chapter 3. The fourth chapter provides an overview of youth and the labor market. The fifth chapter suggests strategies for linking youth in juvenile justice system programs to the labor market and presents an overview of issues related to youth development, exemplary practices, and promising programs. The sixth chapter summarizes strengths and weaknesses of the juvenile justice, work force development, education, social services, community-based support, and labor market systems that affect the delivery of services to high-risk youth. The final chapter makes recommendations to assist policymakers to meet the needs of court-involved youth for work force preparation. Eight appendixes list task force members, forecast employment trends, provide contact information for local and state labor contacts, list additional programs, define terms, and provide contact information for programs, funding sources, and current initiatives in youth development, policy-making, juvenile justice, education, and work force development. (KC)

ED 446 216 CE 080 799

Pebbles in a Pond: Learner, Teacher, and Policy Perspectives on Mutual Obligation.
SPONS. AGENCY- Australian National Training Authority, Brisbane.; Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Basic Skills; *Educational Attitudes; *Educational Policy; Educational Research; Foreign Countries; *Literacy Education; Numeracy; Policy Formation; Postsecondary Education; Skill Development; *Teacher Expectations of Students; Teacher Response; *Teacher Student Relationship; Unemployment
IDENTIFIERS- Australia

This book contains nine chapters, by various authors, containing research and policy perspectives on issues of mutual obligation between teachers and students, especially in Australia. The following are included: (1) "Researching Literacy, Language, and Numeracy and Mutual Obligation: An Introduction to Some following topics are examined in sections 1-6: (1) significance of the handbook; (2) intellectually/developmentally challenged learners; (3) keys to success; (4) advice to tutors; (5) assessment; and (6) literacy activities. Section 7 offers recommendations regarding advocating for disabled learners and related topics. Section 8 contains acknowledgments, and Section 9 contains the following additional readings: "A Literacy Bill of Rights" (David E. Yoder, Karen A. Erickson, David A. Koppenhaver); "A Charter of Rights" (drafted by an unnamed group of developmentally disabled learners); "Get Your Message Across" (Janet Pringle); "Paving Our Road to Inclusion: Directions 2000" (Cindy Crichton); "What Do You See When You See Me?" (Carla Roppel); "Creating the Landscape for Inclusion: Directions '99"; and "How I Got into Literacy" (Marlene Dray). Section 10 is an annotated bibliography that lists 84 publications, Web sites, online documents, and computer software titles. (MN)

ED 446 233 CE 080 827

Kerka, Sandra
Multiple Intelligences and Adult Education. Trends and Issues Alert No. 17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Literacy; Adult Students; Annotated Bibliographies; Cognitive Style; Definitions; Education Work Relationship; *Educational Practices; Educational Research; Educational Resources; Educational Technology; Information Sources; Intelligence Differences; Internet; Learning Disabilities; *Learning Processes; *Learning Theories; Literacy Education; *Multiple Intelligences; Special Needs Students; *Theory Practice Relationship; Trend Analysis; World Wide Web

Howard Gardner and others have continued to expand on Gardner's theory of multiple intelligences (MI), a broad range of abilities people use to learn, solve problems, and create. Whereas most past studies and practical applications of MI theory have focused on learners in grades K-12, recent projects are extending MI to adult education. For example, Shearer has published an adult version of his instrument for measuring MI. In the adult version, three assessments of intellectual style have been added to the scales for the eight intelligences. Much of the work on MI for adults addresses the following areas: (1) adult literacy learners and adults with learning disabilities who may have experienced early schooling failure by being labeled by earlier, more limited conceptions of intelligence; (2) use of MI in the workplace to increase creativity and productivity by enabling workers to use their strengths; and (3) the connection between MI and multimodal learning using technologies such as the World Wide Web. MI theory is not prescriptive, and adult educators must use their own experience to decide how to apply it. An annotated bibliography listing 24 print and Web resources constitutes approximately 75% of this document. (MN)

ED 446 234 CE 080 828

from the Five-Year Strategy in Hong Kong" (Kathleen S.K. Ng); "Vocational Education and Training for Operators of Modern Enterprises" (Qinxiang Gao, Meichi Huang, Heping Yu); "The Condition and Competency of Multi-Entrances for Personnel Training of Industrial Design Engineer in Taiwan" (Jui-che Tu); "Establishment of the Advanced Printing Technology Centre at Hong Kong Institute of Vocational Education (Kwun Tong)" (Lawrence W. Chan); "Profile of SME (Small and Medium Enterprise) Support in Hong Kong and the Setting Up of the Business Start-up Centre" (Robin Wong); "Attach Strategic Importance to High Quality Vocational and Technical Education" (Shengyun Yang); "Cross Disciplinary Continuing Professional Development" (Sai Hong Ko); "Attitudes of University Faculty Members toward Students with Disabilities" (Marie F. Kraska); "Mobility, Flexibility and Accessibility of Postsecondary Education in Hong Kong" (Shui-Kin Chan); "Vocational Education in Engineering in the Information Age" (C.H. Woo, Alan S.T. Tang, S.T. Poposka); "The Engineering Graduate Training Scheme and New Technology Training Scheme in Hong Kong" (T.L. Ng, Gary M.Y. Wong); "Developing a Competitive Program to Cope with the 3C (Change, Competitive, Complex) Trend in Industry" (S.T. Tsai, Shu-Hsiao Tsen); and "How Effective Are Our Teaching Methods for Vocational Education" (Yik-lung Wong). Most papers contain substantial bibliographies. (MN)

ED 446 249   CE 080 849

Programme Development. Paper Presentations: Session F.
PUB DATE- 00
NOTE- 243p.; In: Vocational Education and Training for Life Long Learning in the Information Era. IVETA International Vocational Education and Training Association Conference Proceedings (Hong Kong, China, August 6-9, 2000); see CE 080 842. Paper from Session F11 by Klaus Sodemann not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Adult Learning; Bachelors Degrees; Benchmarking; Business Education; Business Skills; Case Studies; College Programs; Comparative Analysis; Competency Based Education; Computer Software; Computer Uses in Education; Curriculum Development; Distance Education; Dropouts; Education Work Relationship; Educational Attainment; *Educational Policy; *Educational Practices; Educational Research; Educational Technology; Employment Qualifications; Engineering Education; Flexible Progression; Foreign Countries; Higher Education; Indigenous Populations; Instructional Materials
IDENTIFIERS- Australia; China; Hong Kong; ISO 9000; Sweden; Taiwan; United States

This document contains 35 papers from the program development section of an international conference on vocational education and training (VET) for lifelong learning in the information era. The following are among the papers included: "Using Quality Indicators to Create World-Class Curricula: From Concept to Application" (Curtis Finch, Timo Luopajarvi, Paivi Sutinen); "What Is Missing from ISO 9000 International Quality Standards Training in the United States?" (Paul Krueger); "West Virginia Instructional Technology Program Design for Economic Development" (Michael M. Murphy); "A Perception of the Software Process Model" (Albert H.S. Scott); "Design of Internet-Related Courses for IT (Information Technology) Professionals" (Y.K. Choi); "A TQM (Total Quality Management) Study of Faculty and

Education; Courseware; Delivery Systems; Educational Change; Educational Needs; Educational Practices; Educational Principles; *Educational Technology; *Educational Trends; *Futures (of Society); Internet; Position Papers; Program Development; School Business Relationship; Strategic Planning; Systems Approach; Technological Advancement; *Technology Education; Trend Analysis; Two Year Colleges; World Wide Web
IDENTIFIERS- Distributed Computing; *Maricopa County Community College District AZ

For more than 20 years, Arizona's Maricopa Community College district has aggressively invested in and experimented with technology to improve teaching, learning, and the management of college and district services. However, Maricopa's leaders have acknowledged the ephemeral nature of its achievements in these areas and the need to keep reassessing their relationship to technology. Leaders in higher education are faced with the following competing views of the future of technology in education: (1) the future as cyber-freedoms (a model that is derived from the Internet and assumes that individuals can communicate in their own time, under their own conditions, and with everyone everywhere); (2) the future as collectives (a view defined by the special interests that drive policy direction and become more important than schools, governments, or universities); and (3) the future as media (a view based on the supposition that the media shapes global attitudes, causing our multicultural world to become increasingly monocultural). As new waves of technological change and competing views of the future continue to approach, Maricopa's leaders are continuing to reassess its relationship to and use of technology. Maricopa is currently orienting its technology future in two strategic directions: Internet-based software architecture and distributed learning systems. (MN)

ED 446 267   CE 080 885

Cameron, Don
Meeting Older Adults Learning Needs When Using Information Technologies.
PUB DATE- 00
NOTE- 12p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Age Differences; Aging (Individuals); Cognitive Style; Constructivism (Learning); *Educational Needs; Educational Policy; Educational Research; Educational Technology; Foreign Countries; Guidelines; *Information Technology; Learning Processes; *Lifelong Learning; Needs Assessment; *Older Adults; Policy Formation; *Technology Education
IDENTIFIERS- Australia

As in other countries, older adults in Australia could benefit from acquiring information technology (IT) skills in many ways, including improved access to information on health issues and development of the skills needed for employment in high-demand IT-related occupations. The research on adult learning and the problems faced by many older adults when using IT suggests several strategies for meeting the learning needs of older adults seeking to learn about and use IT. Knowles' work on how

PUB DATE- 00
NOTE- 10p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Competency Based Education; Computer Uses in Education; *Curriculum Development; Educational Objectives; *Electronic Libraries; Foreign Countries; Higher Education; Information Dissemination; Information Needs; Instructional Materials; Internet; *Library Technical Processes; Online Systems; Program Development; Program Effectiveness; Shared Resources and Services; Student Centered Curriculum; Systems Approach; *Technical Institutes; *Technology Education; *World Wide Web
IDENTIFIERS- Alberta; *Northern Alberta Institute of Technology

The Northern Alberta Institute of Technology (NAIT) in Edmonton, Alberta, has undertaken a project called LOGging Our Curriculum. The goals of the project, which involves creating a fully outcomes-based curriculum across the institution and housing that curriculum in a database that is accessible to NAIT instructors over the World Wide Web, are as follows: make NAIT more responsive to the fast-changing requirements of industry; provide instructors with shared curriculum development tools; and provide students with more learner-centered learning materials that follow a pedagogically accepted and systematic instructional design model. The project began with course-by-course identification of learning outcomes for all NAIT courses. Outcome statements were fashioned in a consistent institutional format incorporating an accepted list of verbs that can be classified according to Bloom's taxonomy. The project offered an opportunity to update the competency profile development process to normalize the function of curriculum validation and renewal in the context of instructors' regular work. Other important benefits of the shared database are its interdisciplinary nature and the fact that it keeps the overlapping of efforts to an absolute minimum. The curriculum database will also be an invaluable resource for NAIT's business unit as it designs customized training for a myriad of industry clients. (MN)

ED 446 284 CE 080 907

Davison, Trevor
Empathy: A Paradoxical Key to Successful Human Learning Futures.
PUB DATE- 00
NOTE- 18p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Communication (Thought Transfer); *Cross Cultural Training; Culture Contact; *Educational Trends; *Empathy; *Futures (of Society); Intercultural Communication; *Teacher Attitudes; *Teacher Characteristics; Teacher Qualifications; Technological Advancement

programs that focus on culturally competent interventions, and ideas for model programs. It covers school and learning stressors, such as language problems and special education placement/misplacement, as well as issues that lead to successful education for a diverse student population. A major focus of the interventions is how to raise a youth's feeling of self-worth. Chapter titles include: (1) "The Influence of Culture and Multiple Social Stressors on the Culturally Diverse Child"; (2) "History Taking"; (3) "Culturally Sensitive Psychological Assessment"; (4) "Diagnostic Categories" (5) "Culturally Sensitive and Competent Therapeutic Interventions"; and (6) "The Clinician as Advocate." Contains over 420 references. (JDM)

ED 446 303 CG 030 414

Bethea, James; Curtis, Gregg; Edwards, Yolanda V.; Portman, Tarrell A.; Sheu, Hung-Bin; Vazquez-Ramos, Robinson; Yoon, Eunju
Enhancing Research Training for Counseling Students: A Research Team Approach.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; *Counselor Training; *Graduate Students; Higher Education; Mentors; Program Development; *Research Opportunities; Teacher Student Relationship
IDENTIFIERS- *University of Iowa

Graduate students in counselor education programs are required to take a minimal number of research courses during their tenure as students. The learning experiences from courses or from working on an individual basis with or without the guidance of a research mentor can vary in quality and intensity. The opportunity for graduate students to participate on a research team and work collaboratively on research projects can be a positive professional and personal growth opportunity. This article discusses the development of such a program called the Diverse Research Team at the University of Iowa. Caucasians, African Americans, Latinos, and Asian international students were included. The objectives of the Diverse Research Team (DRT) were to: promote and instill the basic knowledge and skills about research, create a unique team experience, and contribute to the personal development and professional identity of graduate students. Although the benefits of the program were far reaching, some limitations to providing a research team experience were noted, especially those concerning the funding of projects and travel expenses for presentations. (Contains 14 references.) (JDM)

ED 446 304 CG 030 415

Engel, Ned; Parker, Kristin; Caci, Kelly; Currie, Amity; DeCato, Patty; Faustino, Peter J.
How Psychologists Can Reduce Testing through Solution-Focused Teacher In-Services.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Convention of the National Association of School Psychologists (New Orleans, LA, March 28-April 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(1996) in Australia studying the effect of single sex versus coeducational school environments on body concerns in adolescent females. It details the reasons why parents and their children choose to be educated in single sex versus coeducational environments; and reviews literature revealing that single sex education tends to promote adherence to particularly confusing gender role attitudes. The paper then describes the connection between disordered eating and a sense of gender ambivalence resulting from increased exposure to conflicting gender role prescriptions. Based on the argument developed, it is predicted that girls attending single sex schools will exhibit greater body dissatisfaction and eating disorder symptomatology than their counterparts. The hypothesis is tested and supported in a re-analysis of the data. The paper concludes with a discussion of the counterintuitive nature of these findings and future implications of the research. (Contains 47 references and 3 tables.) (Author/JDM)

ED 446 324 CG 030 463

Hoyt, Kenneth B.; Maxey, James
The 70% Solution: Meeting the Need for High Skills. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Guidance; Career Planning; Job Skills; Postsecondary Education; *School Counselors; Secondary Education

This document reports on the major activities carried out and the major findings produced by the Counseling for High Skills Project. Using a customer satisfaction approach, data were collected from 39,940 currently enrolled students in 2,145 programs in 361 postsecondary institutions in 14 states. The study examined what kinds of persons enroll in postsecondary sub-baccalaureate career-oriented educational institutions and programs; how people make decisions to enroll; how students adjust to life after enrollment; how students rate the institutions they are attending; and employment experiences of former students six months after leaving the institutions. These data were summarized on computer disks and provided to school counselors. Studies found that counselors judged the disks to be useful to them when helping students make decisions regarding their postsecondary plans. Results show that when furnished with pertinent data and information, many of today's school counselors are highly motivated to try helping all secondary school leavers concerning their needs to seek some kind of postsecondary education that will equip them with skills needed in tomorrow's occupational society. School counselors have demonstrated the usefulness of career development information supplied them by the Counseling for High Skills Project in helping students make more informed and reasoned decision regarding postsecondary education. (MKA)

ED 446 325 CG 030 464

Wall, Janet E.
Technology-Delivered Assessment: Diamonds or Rocks? ERIC/CASS Digest.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrative Organization; Change Strategies; *Educational Administration; *Educational Change; Educational Improvement; Elementary Secondary Education; *Governance; Summative Evaluation

This digest explains why public-school governance is receiving increasing scrutiny. It identifies who is held accountable for results in the current governance system and describes recent proposals for transforming governance structures. Since many reforms of the past decade bypassed the school board and district office, reformers are now targeting this neglected middle level of governance, with much of the discussion of governance focusing on the sometimes rocky relationships among teachers, principals, superintendents, and school boards. Some critics wish to change the system entirely, whereas others favor workaround solutions, such as vouchers, choice, and privatization. Most critics, however, recognize that firing the superintendent as a first step is no longer a viable option. The National Commission on Governing America's Schools has recommended two forms of governance: (1) publicly authorized, publicly funded, and publicly operated schools based on promising trends in public-education governance; and (2) publicly authorized, publicly funded, and independently operated schools based on promising alternatives. A few economically based strategies for changes in school governance have also been proposed, such as the creation of basic standards created by states and local boards. Notable among recent developments in school governance has been the takeover of several districts by outside entities and reforms initiated by mayors. (Contains 11 references.) (RJM)

ED 446 347 EA 030 596

Shaw, Robert C.; Hatley, Richard V.
Current School Funding Policy Issues in Missouri, 1999.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Needs Assessment; School Funds; *State Aid
IDENTIFIERS- *Missouri

This paper focuses on the funding of court-ordered desegregation plans in St. Louis and Kansas City and the ongoing search for fiscal equity in Missouri's 522 school districts. It describes how school-funding policy issues in the two cities have dominated legislative discussion in Missouri and lists the landmark dates in desegregating the state's two largest cities. The article describes the amount of federal aid received by various states and the early formulas that were used for establishing education equity. It discusses a 1993 decision that ruled that Missouri schools were among the most inequitably financed in the nation. This decision determined that inequity in school funding was on the rise and that disparities between the 10 highest spending school districts and the 10 lowest spending school districts increased steadily and the single salary schedule remains in place nationwide. A tight labor pool, greater scrutiny by legislatures, and new laws create pressures to raise salaries even while half of new teachers resign within five years and policymakers remain reluctant to allocate more resources. The four major systems in use today are: (1) pay for performance linking compensation to student achievement; (2) knowledge- and skills-based systems employing new assessment tools; (3) school-based award programs offering financial bonuses for reaching specific goals and benchmarks; and (4) compensation for certification with the National Board for Professional Teaching Standards (NBPTS). Beginning in 2002-2003, Cincinnati will be the first large city to drop traditional salary structures: teachers with less than 22 years' experience will be compensated based on evaluations of teachers grouped into five career categories. A Pilot program in Denver and Douglas County, Colorado, includes, respectively, a mix of three pay-for performance and a blend of pay-for-performance plans and knowledge-and-skills based plans. School districts can turn to a variety of resources for guidance in evaluating approaches to compensation, including the Consortium for Policy Research in Education's Teacher Compensation Project, a Milken Family Foundation report, and publications by the American Federation of Teachers, the National Commission on Teaching and America's Future, and Education Week. (Contains 17 references.) (TEJ)

ED 446 369 EA 030 662

Phillips, David, Ed.
The Education Systems of the United Kingdom. Oxford Studies in Comparative Education.
PUB DATE- 00
NOTE- 98p.; For others in this series, see ED 436 831, ED 436 832, and ED 418 960.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Comparative Education; Cultural Differences; Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; Policy Formation; Postsecondary Education; Systems Approach; Vocational Education
IDENTIFIERS- England; Northern Ireland; Scotland; *United Kingdom; Wales

Little current research focuses on the whole educational systems of England, Wales, Scotland, and Northern Ireland. Chapter 1, "The Educational Systems of the United Kingdom," points to shared cultural influences, broadly similar policy aims, and political, functional, and cultural interdependence to explain relatively modest differences. Despite certain similarities in postcompulsory education and training systems, differences in recent trends point to greater future divergences. Chapter 2, "For England, See Wales," ascribes to methodological choices recent policy divergences and research that appears to indicate differing outcomes by class and gender. Given underlying system similarities, research from Wales may prove valuable to English policymakers. The differing strategies of England, Scotland, and Wales are explored in chapter 3, "Unifying Academic and Vocational Learning." While several constraining factors remain, the new Welsh Assembly, changes in approach by national and local institutions, and efforts to revise qualifications frameworks make a successful, distinctive Welsh approach to unification more likely. Chapter 4, "Scottish Education: myths and mists," explores particularities of geography, language, and culture as a backdrop to analyzing similarities and percentage with limited English proficiency, and slightly more school-lunch-eligible students. Following three defeats, in 1999 the Oregon legislature authorized charter schools, either as new entities or expansions of existing programs. Schools must be open to all and offer a comprehensive instructional program. Charter schools are exempted from state laws governing schools, excepting academic standards, assessment requirements, and health, safety, and antidiscrimination laws. Half of all teachers must be licensed, others are subject to criminal background checks, and they may join existing unions or form new locals. The state provides funding through the school district. (TEJ)

ED 446 392 EA 030 698

Michaelis, Karen L.
From Injustice to Indifference: The Politics of School Violence.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; High Schools; Intergroup Relations; Juvenile Justice; Perspective Taking; School Security; Social Attitudes; *Social Isolation; *Violence
IDENTIFIERS- *Columbine High School Shooting

Understanding and addressing the social structures that give rise to student violence require educators, parents, and society at large to adopt a critical, feminist perspective focusing on injustice and incorporating perspectives of marginalized students. Because practices of social groups play a critical role in self-identity, the violent actions of Eric Harris and Dylan Klybold at Columbine, directed at athletes and religious students, are best understood as expressions of collective violence, including the passive violence of adult nonresponsiveness. Typical models of justice, incorporating ideals of perfection, rationality, and fairness, fail to reveal the social context of violent acts. Only a focus on injustice explains the oppression perceived by Harris and Klybold and reveals their motivations. Where present, as at Columbine, Young's five following structures of oppression make violence predictable: (1) exploitation signified in exclusion despite computer work at school; (2) marginalization of so-called geeks; (3) powerlessness; (4) cultural imperialism by exclusionary groups; and (5) violence made inevitable beyond certain student anger thresholds. Only by understanding social causes can schools realistically address school violence. (TEJ)

ED 446 393 EA 030 699

Cuffaro, Harriet K.
Educational Standards in a Democratic Society: Questioning Process and Consequences. Occasional Paper #4.
PUB DATE- 00
NOTE- 23p.; Paper presented at the 2000 Empowering Teachers Summer Institute, "Rethinking Standards and Assessment" (Bronxville, NY, July 10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

include a set of design guidelines in which CPTED principles are developed specifically for schools, and evaluates Chapter 6A-2 of the state's Uniform Building Code with recommended changes and commentary. Survey data show the CPTED principles do have broad-based application to the design and/or re-design of Florida's schools, but these principles must be carefully assessed, particularly those involving life-safety, educational policy or intent, costs, and overall educational environment. Appendices provide the CPTED design guidelines, a sample of the Florida District Questionnaire and statistical results from the survey, a sample of the National Survey Questionnaire and statistical results of the survey, and a security maintenance checklist. (GR)

ED 446 413 EF 005 541

State Requirements for Educational Facilities, 1997.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; *Guidelines; Postsecondary Education; Preschool Education; Public Schools; *School Construction; State Legislation; *State Standards
IDENTIFIERS- Deregulation; Florida

This document updates Florida's deregulation of construction of educational facilities guidelines, while keeping as the primary focus the safety of the students in pre-K through community college facilities. Organized by the sequence of steps required in the facilities procurement process, it covers general definitions, property acquisition/disposal, finance, lease and lease-purchase, historic buildings, program development, professional services, inspection services, design standards, inspection standards, and codes and regulatory agencies. Final sections address life safety; new construction, remodeling, and renovation; special construction; and the safety, comfort, and health of occupants in existing educational facilities. (GR)

ED 446 414 EF 005 621

Florida Educational Facilities, 1996.
PUB DATE- 96
NOTE- 81p.; For related documents on Florida Educational Facilities, see EF 005 622-23.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Costs; *Educational Facilities Design; Elementary Secondary Education; Flooring; *Interior Design; *Public Schools; Roofing; *School Construction; Site Development
IDENTIFIERS- Floor Plans; *Florida

This document contains information, photographs, and floor plans of many of Florida's new elementary through high school facilities occupied in 1996. Each entry lists the facility's type, building size, student capacity, and general structural information. Also provided is information on the facility's total construction cost; the architects and construction company used; special features of the facility; site development; and the interior components, including roofing, walls, floor finishes, electrical, heating and air conditioning, and plumbing. (GR)

Second-Language (ESL) and regular classroom teachers improve instruction for limited-English-proficient (LEP) students in the elementary grades in the areas of math, science, social studies, and English language arts. This K-5 guide provides models for teachers who need to modify instruction for LEP students in their classrooms, while ensuring that all instruction is aligned with the North Carolina Standard Course of Study. It addresses two competencies goals at each grade level for each of the four subject areas, and at least one content task is provided to clarify the teacher's understanding of the particular content objective. The Language Alert" section provides information regarding the vocabulary, language structures, and functions, while "Notes" highlights differences in cultural perspectives that may affect learning and provides other suggestions for classroom teachers. A "Language Strategies/Assessment" section is arranged according to the students' English language proficiency levels--novice, intermediate, and advanced. Most of the guide is in a chart format to facilitate quick teacher reference and use. A glossary and a bibliography are appended. (KFT)

ED 446 440   FL 026 454

Learning To Write, Writing To Learn: The Teaching of Writing in the Foreign Language Classroom.
PUB DATE- 98
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Content Area Writing; *Cooperation; Elementary Secondary Education; English (Second Language); Interdisciplinary Approach; Language Arts; Language Teachers; *Second Language Instruction; *Second Language Learning; State Curriculum Guides; *Teaching Guides; Teaching Methods; *Writing Across the Curriculum; Writing (Composition); *Writing Instruction
IDENTIFIERS- Content Area Teaching; North Carolina

This book is the result of an effort by English language arts teachers and foreign language teachers to collaborate with the understanding that writing improves student learning across the curriculum, and that increased mastery of writing skills in a student's first language will improve foreign language learning. This fact notwithstanding, few foreign language teachers feel competent to teach writing. The purpose of this guide is to give foreign language teachers additional help for teaching writing in the foreign language class and to foster a spirit of collaboration with their English language arts colleagues. This guide is divided into ten chapters. Covered topics include the following: elements of good writing programs, the writing process, writing strategies; writing in the North Carolina Standard Course of Study, the first and second language connection, dialogue journals and learning logs, suggestions for writing, multiple intelligences, the role of grammar, and assessment. There is also a bibliography and four appendices covering the North Carolina Standard Course of Study, ACTFL Writing Proficiency Guidelines, Focused Holistic Scoring Guides, and Graphic Organizers. It is concluded that developing good writers is a goal shared by all teachers. Learning another language is synonymous with learning to communicate and communication takes place in a variety of ways, four-year colleges has increased. Academic reputation, availability of a desired major, costs to students, and proximity to (or distance from) home are reasons cited in choosing a college. (HB)

ED 446 461 HE 033 215

Stratton, Charlotte, Ed.
FACTS 1999: The Directory of New England Colleges, Universities and Institutes. State-by-State Institutional Listings and Information on Financial Aid Programs.
PUB DATE- 99
NOTE- 231p.; Published quarterly. This is a special annual issue.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Colleges; *Directories; Endowment Funds; Enrollment; Facilities; Faculty; Higher Education; *Statistical Data; Tables (Data); Tuition; *Universities

"FACTS" is a directory of information about various aspects of New England higher education. In this special issue, state-by-state institutional listings provide relevant information about New England institutions of higher education. Encompassed within each listing are data about tuition and room and board charges, enrollment figures, endowment, physical plant values, and the number of faculty and staff at each of the approximately 260 institutions. A narrative description of each institution precedes each listing. At the end of each school's information is a summary of admissions information, which includes application deadlines, application fees, required admissions examinations, special admissions programs, and phone numbers for admissions offices. The directory includes names and titles of school administrators. In addition to school information, the directory presents data on higher education in New England. Information is presented in 163 tables and charts including New England higher education enrollment, degrees conferred, student migration, faculty data, federal and state financing of higher education, research and development endeavors, and minority participation levels. The directory is published annually. Data on higher education is revised each year. (HB)

ED 446 462 HE 033 216

Review of Research. Consultation.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Economics; *Educational Finance; Evaluation; Financial Policy; *Financial Support; Foreign Countries; Grants; Higher Education; International Education; *Policy; *Research; Research and Development; Researchers; Strategic Planning; Universities
IDENTIFIERS- *England

Intended for individuals involved in research policy and funding in England's higher education system, this HEFCE report is a fundamental review of research policy and funding in the context of several issues addressed by the 1996 Research Assessment Exercise (RAE). The report summarizes conclusions reached by the committee enjoined to oversee HEFCE's review

PUB DATE- 99
NOTE- 460p.; Ph.D. Thesis, Instituto Superior de Ciencias do Trabalho e da Empresa, Lisbon, Portugal.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- College Faculty; *Creativity; Creativity Research; Curriculum; Faculty; Higher Education; Instruction; Instructional Effectiveness; International Education; Social Psychology; Social Science Research; Teacher Behavior; *Teacher Effectiveness; Teacher Role; Teaching Methods; Undergraduate Students

This thesis presents research that compares the ways students and lecturers of the Lisbon Polytechnic Institute (IPL) perceive and value effectiveness and creativity in teaching. Creativity can be defined in several ways; in this context, it is related to the effectiveness of a teacher. The document discusses results in light of the IPL's goals of production, acquisition, maintenance, and transfer of knowledge. In teaching, creativity and effective teaching are similar concepts. Symbolic interactionism and role theory provide a theoretical basis for examining the respective roles of teachers and students, as does leadership theory. The research involved a survey questionnaire of 852 students and 245 lecturers to examine variations of lecturers' and students' perceptions of various aspects of creativity and effectiveness in teaching. Research results indicate that the importance of creativity, and of creative teaching, may vary depending on the role of the observer. (HB)

ED 446 484 HE 033 276

Hill, Allan B.
Personality Characteristics Associated with Academic Achievement among Developmental College Students.
PUB DATE- 99
NOTE- 96p.; Ed.D. Dissertation, The Fielding Institute.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Academic Achievement; At Risk Persons; Cognitive Development; *College Students; Colleges; *Developmental Programs; Developmental Studies Programs; Educational Psychology; Educational Theories; Educationally Disadvantaged; Higher Education; Learning Strategies; *Psychological Characteristics; Remedial Programs; Special Needs Students; Transitional Programs; Universities

This study was conducted to identify the personality characteristics of high achieving developmental, or remedial, students and to discover how personality characteristics relate to academic performance among high-achieving developmental and non-developmental college students to determine if a correlation exists between personality and performance. The personality types of a sample of developmental honor society students (N=38) were compared to those of a sample of non-developmental honor society students (N=75) based on their responses to the Myers-Briggs Type Indicator (MBTI). Findings contribute to the body of research on developmental student characteristics and substantiate previous research that reports personality characteristics contribute and enhance the academic performance of developmental students. Recommendations for further research are included. Appendix A describes the MBTI personality types. Appendix B presents data on XAE Honor Society students; Appendix C, PBK Honor Society students.

ongoing university change initiatives rather than increasing their numbers. Step three involved defining the structure of the portfolio program, which brings together information from many sources and provides it to managers and decision makers in an integrated way. Step four involved defining the program portfolio's data elements (student and faculty demographics and activities, programmatic activity, financial information, program characteristics, and program outcomes). Step five involved clarifying the customers and their needs, emphasizing academic program review, management decision making, and strategic planning. Step six involved examining next steps in developing and using program portfolios. (Contains 25 references.) (SM)

ED 446 507   HE 033 319

Knight, William E.; Arnold, William
Towards a Comprehensive Predictive Model of Time to Bachelor's Degree Attainment. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bachelors Degrees; *College Credits; College Graduates; Graduation; Higher Education; Predictor Variables; Student Characteristics; Summer Programs; Time Factors (Learning); *Time to Degree

This study investigated the effects of several variables on time-to-degree using a structural equation modeling approach. It examined influences upon time-to-degree for all students earning Bachelor's Degrees in 1998-99 at one university. Dependent variables were total elapsed semesters to degree attainment and total semesters enrolled. Data on students' time-to-degree, demographic and precollege educational characteristics, remedial course and summer freshman program participation, enrollment behaviors, and academic outcomes were assembled into a series of files and merged with student financial aid data and data from two surveys of students' pre-enrollment perceptions and graduates' undergraduate experiences. Average credit hours per term strongly predicted more rapid degree completion. Transfer credit hours was the only strong predictor of credit hour load per term. Total credit hours earned strongly predicted time-to-degree. A positive relationship existed between number of summer semesters enrolled and longer time to degree. The paper discusses: implications for academic advising concerning student course loads; mixed implications for the role of financial aid speculation over the negligible role of student experience and perception variables on time-to-degree; and recognition that timely degree completion is only one of several desirable student outcomes. (Contains 19 references.) (SM)

ED 446 508   HE 033 320

Carrigan, Sarah D.; Fisher, Jeremy E.; Handwerk, Philip G.
The Effectiveness of Institutional Effectiveness: Doing an Institutional Effectiveness Survey on the Web. AIR 2000 Annual Forum Paper.
PUB DATE- 00

*Alternative Assessment; *College Admission; *College Applicants; College Entrance Examinations; Diversity (Student); Evaluation Methods; Higher Education; Minority Groups; *Test Use
IDENTIFIERS- ACT Assessment; Scholastic Assessment Tests

Recently the electorate in some states in the United States has voted to eliminate the use of racial preferences in college admissions. However, many voters still favor fair and just means for promoting ethnic diversity in higher education. In light of these new conditions, researchers are interested in finding alternative measures of merit that can be used in the admissions process. One approach to admissions that holds promise is to construct a "merit index" by subtracting the average test score for the individual's high school from their individual score. When this method is used in admissions in addition to the SAT (or other admissions tests), then it is easier to screen a diverse applicant pool. This study assessed the effects of the merit index on persistence in the first year of college. It compared the predictive capacity of the SAT and the merit index using a set of sequential logistic regressions. It found that the merit index predicts first-year college persistence about as well as the SAT. (Contains 34 references.) (Author/EV)

ED 446 529 HE 033 364

Sanyal, Bikas C.
Innovations in University Management.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 95
NOTE- 323p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrative Organization; Bureaucracy; Business Administration; *Change Strategies; *College Administration; Comparative Analysis; Cost Effectiveness; *Efficiency; Foreign Countries; Governance; Higher Education; Management Systems; *Organizational Change

Many factors have contributed to the increased pressure on institutions of higher education worldwide to become more cost-effective. In 1990, the International Institute for Educational Planning (IIEP) launched an international research program on the problems of higher education management at the institutional level to create a knowledge base on the methods of better utilization of existing resources. The research began with an extensive literature review and creation of an information base, and continued with the writing of a series of papers on methodological issues and the preparation of 14 in-depth case studies on different types of innovations. The results of these activities were used to prepare a set of training materials for intensive training courses. The exchange of individual university experiences in managerial innovations in these training courses provided an additional knowledge base for IIEP. This book attempts to synthesize all these results from the research and training programs. The book's sections are: (1) "The Research Programme"; (2) "The External Environment of Higher Educational Institutions"; (3) "Improving University Management to Meet Changing Needs"; (4) "Improving Selected Areas of University Management" (including financial, academic staff, research and economic links, space, and educational delivery systems); and (5) "Prospects for Improving Management." Chapters contain references. (EV)

to take into account individual learning styles in programs for older people. Older people are different from one another, though they share certain characteristics (e.g., the biological aging process). Older people are a natural resource to be cultivated by younger people. Retirement centers offer intellectual stimuli for healthy, alive individuals. They are not places for rehabilitation but for development. (SM)

ED 446 549 HE 033 385

Characteristics of the 1999 MCAT Examinees.
PUB DATE- 00
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Career Choice; *College Admission; Higher Education; *Medical Schools; Medical Students; Student Attitudes; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Medical College Admission Test

This publication is designed to help admissions committees, other medical school officials, and health professional advisors interpret student Medical College Admission (MCAT) performance. Data presented in this publication may be useful for those providing career counseling or designing programs to attract students to the practice of medicine. Information may also help health professions advisors and medical school admissions officers in comparing individual students with their peers in terms of attitudes, preferences, and beliefs about medical school and medical practice. Part 1, "Performance Characteristics of 1999 MCAT Examinees," includes data gathered from MCAT registration records. These data are reported in terms of examinations administered. Part 2, "1999 MCAT Examinee Characteristics and Perceptions of Medicine," presents data collected through the Premedical Student Questionnaire (PMQ), a survey completed as part of the MCAT registration process. The PMQ includes questions about the examinee's background, educational experiences, career plans, and perceptions of medicine. Appended are: classification of undergraduate majors; text of the PMQ item: most important influence on decision to study medicine; text of the PMQ item: reasons for choosing a career in medicine; and text of the PMQ item: perceptions of medicine. (SM)

ED 446 550 HE 033 386

The Report of the Seventh Quadrennial Evaluation Committee. A Committee To Evaluate the Effectiveness of the Alabama Commission on Higher Education.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; Educational Quality; Evaluation; Excellence in Education; Governance; *Higher Education; Quality Control; State Colleges; Tables (Data)
IDENTIFIERS- Alabama; Public Agenda

This report analyzes the findings from an evaluation of the Alabama Commission on Higher Education, using data from interviews with leaders around Alabama and leaders from business, local and state government, news media, and making mechanisms and several research approaches derived from the humanities and social sciences. The paper describes the world into which today's graduates are moving, noting that there is no serious consideration of this world and the adequacy of current educational practices to prepare students for it on campus or in trustee meeting rooms. Successful leadership, meaningful shared governance, and the capacity to initiate substantive change is impeded by stakeholders who come from different cultures, speak different languages, and have different visions of the modern institution and whom it should serve. These stakeholders hold widely varying understandings of one another's roles and responsibilities. On most campuses, faculty members, staff, unions, students, and administrators function within hierarchical bureaucratic structures that compartmentalize information and responsibilities. Suggestions for offering faculty members the ability to meet their commitments to the welfare of their institutions include securing grants to: support research on cross-cultural communication and cultural divisions among stakeholders; examine how institutions would design themselves today; and investigate how states would design an ideal higher education system today. (Contains 12 bibliographic references.) (SM)

ED 446 570 HE 033 410

Pusser, Brian
AGB-UVA Symposium on Research and Scholarship on Higher Education Governance, Trusteeship and the Academic Presidency (Charlottesville, VA, December 5-6, 1999). Occasional Paper.
PUB DATE- 00
NOTE- 21p.; Symposium sponsored by a grant from the Andrew W. Mellon Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Administration; College Presidents; *Educational Research; *Governance; Governing Boards; Higher Education; Interdisciplinary Approach; Politics of Education; Trustees
IDENTIFIERS- Corporatism

This paper summarizes the proceedings of the 1999 Symposium on Research and Scholarship on Higher Education Governance, Trusteeship, and the Academic Presidency sponsored by the Association of Governing Boards of Universities and Colleges and the Curry School of Education at the University of Virginia. The symposium addressed the state of research into higher education governance. A group of 23 notable higher education leaders and researchers participated. Plenary session 1 addressed "Higher Education's Future in the Corporatized Economy." Plenary session 2 discussed "New Approaches to Research on Leadership and Governance." Plenary session 3 was "Academic Governance: New Light on Old Issues." A concluding session, "Taking Stock," discussed what disciplinary approaches participants would encourage to further research on the issue and what consequential projects and influential literature might illuminate these issues. Emerging themes and new directions included: interdisciplinary approaches; corporatization or commercialization; legitimacy and moral authority; changing institutional structures and dynamics; the role of the president; assessment and measurement; institutional responsiveness; effective public boards; new politics of higher education governance; and incentives and rewards. (SM)

PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Coding; *College Applicants; *Colleges; Higher Education; *Student Financial Aid
IDENTIFIERS- *Higher Education Act Title IV

This list contains the unique codes assigned by the U.S. Department of Education to schools participating in the Title IV student aid programs. The list is organized by state and alphabetically by school within each state. Students use these codes to apply for financial aid on Free Application for Federal Student Aid (FAFSA) forms or on the Web, entering the name of the school and its Federal School Code for schools that should receive their information. The list includes schools in the United States and selected foreign schools. (SLD)

ED 446 592 HE 033 432

Camara, Wayne J.; Echternacht, Gary
The SAT R I and High School Grades: Utility in Predicting Success in College. Research Notes.
PUB DATE- 00
NOTE- 14p.; Produced by the College Entrance Examination Board, Office of Research and Development.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; College Entrance Examinations; *College Freshmen; Grade Point Average; High School Students; High Schools; Higher Education; *Prediction; Scores; Test Results; *Validity
IDENTIFIERS- *Scholastic Assessment Tests

For more than 70 years researchers have studied the validity of the Scholastic Assessment Test I (SAT I) and its predecessor, the Scholastic Aptitude Test, through hundreds of validity studies conducted at various colleges using the SAT in their admission process. The majority of these studies use high school records and SAT scores as predictors and freshman grade point average as the criterion representing success in college. Validity studies have consistently found that high school grades and SAT scores together are substantial and significant predictors of achievement in college. In these studies, although high school grades are typically slightly better predictors of achievement, SAT scores add significantly to the prediction. These findings tend to hold for all subgroups of students and for all types of measures of academic achievement: freshman grades, course grades, cumulative grades, and measures of persistence. Because persistence in college is influenced substantially by nonacademic factors, the validity coefficients for predicting persistence are slightly lower than for predicting specific academic criteria. For predicting nonacadmeic criteria and nonacadmeic criteria after college, high school grades and SAT scores are not good predictors. (Contains 1 figure, 6 tables, and 19 references.) (SLD)

ED 446 593 HE 033 433

Bridgeman, Brent; McCamley-Jenkins, Laura; Ervin, Nancy
Predictions of Freshman Grade-Point Average from the Revised and Recentered SAT R I: Reasoning Test. College Board Research Report.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Their White Counterparts, the Explanation Often Has Less To Do with Preparation or Ability Than with the Threat of Stereotypes about Their Capacity To Succeed" (Steele); (16) "Making Remedial Education Work: Community Colleges Still Have a Long Way To Go To Meet the Needs of At-Risk Students. Here Are Six Recommendations To Improve Your College's Programs" (Roueche and Roueche); (17) "30 Years of Higher Education: Members Reflect on How Far Education Has Come and How Far It Still Must Go To Provide Every Student with the Best Learning Experience Possible" (Hendley); (18) "Embracing Civic Responsibility: How Can a College Integrate the Needs of the Community into Its Mission? University of Vermont President Judith Ramaley Shares Her Experience Nurturing an 'Engaged University'" (Ramaley); (19) "How Post-Tenure Review Became Law: Inside the Legislative Process in Arizona and Texas" (Gignac, Cuellar, Licata); (20) "Institutional Planning That Makes a Difference: What Works, What Doesn't, and Why" (Korschgen, Fuller, and Lambert); (21) "Business and Education in Transition: Why New Partnerships Are Essential to Student Success in the 'New Economy'" (Rao and Sylvester); (22) "2000 AAHE National Conference in Review" (Hendley); (23) "Fair Assessment Practices; Giving Students Equitable Opportunities To Demonstrate Learning" (Suskie); (24) "Strategies To Achieve a Diverse Faculty and Staff: Attracting and Maintaining a Truly Diverse Campus Community Takes Hard Work, Creativity, and a Campus-Wide Commitment" (Spangler and Wilson); and (25) "Rewarding Volunteer Educators: How To Keep Community Professionals Involved in Student Training Programs" (Bellack and Kin

ED 446 611   HE 033 452

Morgan, Brian M.
Is Distance Learning Worth It? Helping To Determine the Costs of Online Courses.
PUB DATE- 00
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Managed Instruction; Computer Uses in Education; Cost Effectiveness; *Costs; *Distance Education; Educational Technology; Educational Trends; Financial Support; *Higher Education; Information Technology; Internet
IDENTIFIERS- *Online Courses

This paper was written to assist institutions in understanding the costs associated with providing online courses. An accompanying Web site was created to allow users to enter data specific to their institution in order to estimate costs associated with a venture into online courses. The paper addresses: (1) background of online courses (definitions and why they are important); (2) costs involved in developing and teaching online courses (determining categories for costs, technology-specific costs, support personnel costs, faculty development costs, hidden costs, development costs, teaching costs, sample of Marshall University's costs); (3) revenue for online courses; (4) what is important for this type of education to be successful; (5) the interactive Web site; and (6) results from surveys on developing, teaching, and taking online courses. Appendices contain survey materials. (Contains 28 references.) (EV)

DESCRIPTORS- Book Reviews; *Educational History; Educational Trends; General Education; *Higher Education
IDENTIFIERS- *Historical Background; Hofstadter (Richard)

This paper reviews what it calls a classic book in the field of higher education, 1952's "The Development and Scope of Higher Education," by Richard Hofstadter and C. DeWitt Hardy. The paper describes the main points of the book, which was written as part of a series, "Nature and Needs of Higher Education," prepared for the Commission on Financing Higher Education and sponsored by the Association of American Universities. The paper asserts that Hofstadter provides a superb overview of the historical development of college curricula, and it discusses Hofstadter's view that the primary weakness of American higher education is the assumption that education ought to pay its own way and continuously justify itself to others. The paper then discusses Hardy's thesis on the transformation by modern scholarship and scientific method of research into a profession, and his position on the value of a general education. (EV)

ED 446 636 HE 033 487

Wasser, Henry
Diversification in Higher Education. Werkstattberichte--Band 56 (Workshop Paper No. 56).
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Role; Comparative Analysis; *Diversity (Institutional); Educational Policy; Educational Quality; Foreign Countries; *Higher Education; Policy Formation
IDENTIFIERS- *Diversification; Europe

This publication explores the variety of notions that exist regarding the diversity of higher education. It favors efforts to keep differences of quality and function within higher education in check, thus ensuring chances for socially and economically disadvantaged students to share common experiences with others and facilitating a cross-fertilization of teaching and research across all sectors and levels of higher education. Following a foreword, the chapters are: (1) "Introduction"; (2) "Teaching and Research: Tension and Balance"; (3) "Redefining Autonomy of Universities"; (4) "Changes in the European University: From Traditional to Entrepreneurial"; (5) "Changing Relations between University and State: Sweden and U.S.A.--A Comparison"; (6) "Recent Trends in American Higher Education"; (7) "Relation of Short-Cycle Higher Education to Universities--Separate, Merged, System or Branch?"; (8) "Short-Cycle Higher Education: A Comparative View"; (9) "Central European Higher Education: Problems and Perspectives"; and (10) "The University: Does It Have a Future?" (Contains 68 references.) (EV)

ED 446 637 HE 033 488

Hardin, Carlette Jackson
100 Things Every Adult College Student Ought To Know: A Self-Orientation Guide with Definitions, Customs, Procedures, and Advice To Assist Adults in Adjusting to the Start of College.
PUB DATE- 00
NOTE- 217p.
LANGUAGE- English

Appendix 2 is a reply from the New York State Commissioner of Education to the President of the College of New Rochelle in response to a request for state financial aid in 1969. (EMS)

ED 446 656   HE 033 508

Jeong-kyu, Lee
Historic Factors Influencing Korean Higher Education. Korean Studies Series, No. 17.
PUB DATE- 00
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Asian History; Buddhism; Christianity; Confucianism; Educational Administration; Foreign Countries; *Higher Education; Instructional Leadership; Korean Culture; *Modernism; *School Culture; *Traditionalism
IDENTIFIERS- *Korea; *Organizational Structure

This book examines the religious and philosophical factors historically affecting Korean higher education, and the characteristics of contemporary Korean higher education in relation to organizational structure, leadership, and organizational culture. The book is organized into 4 parts, with 11 chapters. Part One focuses on identifying the problem with Chapter 1 describing the problem, research questions, significance and limitations of the study, definitions of terms, and research methods and procedures. Part Two illustrates the historical background of the study: the traditional period (57 BC-1910 AD) and the modern era (1910-1990s). Chapter 2 introduces the context of Korean higher education in the traditional era, and Chapter 3 illustrates the background of Korean higher education in the modern period. Part Three explores the religious and philosophical factors historically influencing Korean higher education from the perspectives of organizational structure, leadership, and organizational culture. Chapter 4 examines Buddhism in the traditional period, Chapter 5 focuses on Confucianism, and Chapter 6 illustrates Christianity and Western thoughts. Chapter 7 discusses Japanese imperialism under Japanese colonial rule, Chapter 8 shifts the focus to Americanism under the U.S. military government, and Chapter 9 analyzes contemporary thoughts on examining the characteristics of contemporary Korean higher education from the perspective of educational administration. Part Four presents a summary, conclusions, and implications for Korean higher education. Chapter 10 describes the summary. Chapter 11 pulls together a general discussion of the implications of evaluations or findings for educational administrators, as well as practitioners, and recommendations for future study. Appendixes contain information on the chronology of Korean history; the development of Korean higher education, Buddhism, Confucianism, and Christianity; the organization of the Ministry of Education and a typical Korean university; statistical data on Korean higher education; and various legislative acts. (Contains approximately 250 references.) (EMS)

ED 446 657   HE 033 509

Thomas, Nancy L.
An Examination of Multi-Institutional Networks. Working Paper #23.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 29p.

Corporatization of the University" (Richard Daniels, Lisa Blasch, Peter Caster); (6) "The Myth of the Liberal Campus" (Michael Parenti); (7) "Dead Souls: The Aftermath of Bayh-Dole" (Leonard Minsky); (8) "Tough Customers: Business' Plan to Corner the Student Market" (Sonya Huber); (9) "Faculty Workers: Tenure on the Corporate Assembly Line" (Sonya Hubber); (10) "Professors Going Pro: The Commercialization of Teaching, Research, and Service" (Sheila Slaughter, Larry Leslie); (11) "Give Me $: Moonlighting in the Company Boardroom" (Kevin Kniffin); (12) "How Free is Higher Education?" (Howard Zinn); (13) "Spook School: The CIA at RIT" (Ali S. Zaidi); (14) "Penn and Inc.: Incorporating the University of Pennsylvania" (Matthew Ruben); (15) "Wiring the World: Ameritech's Monopoly on the Virtual Classroom" (Todd A. Price); (16) "Toil and Trouble: Student Activism in the Fight against Sweatshops" (Medea Benjamin); (17) "Screw-U: The Anti-CETI Movement at San Francisco State University" (Bert Levy, Adam Martin, Joshua Wolfson); (18) "Learning To Think Like a Harvard Economist" (Stephanie Greenwood); (19) "Conquering Goliath: The Free Burma Coalition Takes Down Pepsico" (Zar Ni, Michael Apple); (20) "Social Choice for Social Change: Campaign for a New TIAA-CREF" (Neil Wollman, Abigail Fuller); (21) "Take Back the University: Only Unions Can Save Academic Life" (Henry Steck, Michael Zweig); (22) "Perils of the Knowledge Industry: How a Faculty Union Blocked an Unfriendly Takeover" (Jeff Lustig); (23) "Justice for Janitors: Organizing against Outsourcing at Southhampton College" (Corey Dolgon); (24) "Student Union: Labor, Community, and Campus Unite To Fight Defunding" (Thomas Reifer); (25) "Greed in the Groves" (Ralph Nader); (26) "In the Hands of Youth: The Coming Struggle for Campus Democracy" (Ben Manski); (27) "Do Your Homework: Research and Organizing Advice for Corporate Combatants" (Sonya Huber); (28) "Keep Your Room Clean: How To Uncover Corporate and Military Influence on Your Campus" (John Peck); (29) "Pocket Change or Social Change? University Investment Responsibility and Activism" (Seth Newton); and (30) "Take the Pledge: A Promise of Social and Environmental Responsibility" (Neil J. Wollman). (EMS)

ED 446 676 HE 033 528

Hutchings, Pat; Bjork, Chris
An Annotated Bibliography of the Scholarship of Teaching and Learning in Higher Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 99
NOTE- 22p.; Produced by the Carnegie Academy for the Scholarship of Teaching and Learning.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Achievement; Annotated Bibliographies; *College Instruction; *Higher Education; Learning Strategies; *Scholarship; *Teaching Methods

In 1998, The Carnegie Foundation for the Advancement of Teaching launched an initiative known as the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). This bibliography was compiled early in the project to establish a baseline against which progress in the higher education arena might be gauged at the end of its current 5-year funding cycle. The bibliography has three sections. The first, a definitional one, includes significant statements about the idea of the scholarship of teaching and learning, drawn from various traditions that contribute to its evolving conception. The second section provides examples of the scholarship of teaching lawmakers. These indicators can be grouped into categories of quality, effectiveness, access, diversity, and efficiency/allocation of resources. For each indicator, the public campuses developed benchmarks or goals to measure their performance. This document, in two volumes, contains the fifth report delivered to the Commission under the current system. Volume I contains: (1) an overview of the history and major features of the accountability process; (2) trend analyses of how well education is serving the needs of Maryland and how well the state is funding its campuses; (3) an examination of cost containment activities at public campuses; (4) the assessment and recommendations of the Commission regarding the outcome of the year's accountability effort; and (5) one-page profiles for each of the 29 public colleges or universities containing a short campus profile and data and benchmarks on key indicators. (SLD)

ED 446 697   HE 033 551

Performance Accountability Report, 2000: Maryland Public Colleges and Universities. Volume II.
PUB DATE- 00
NOTE- 243p.; For Volume I, see HE 033 550.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Annual Reports; *Benchmarking; Educational Finance; Educational Trends; Evaluation Methods; *Higher Education; Performance Factors; Program Evaluation; *Public Colleges; State Programs; *State Universities

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law requires the governing boards of these institutions to submit annual performance accountability reports to the Maryland Higher Education Commission. In 1996, the Commission approved a new accountability system for public higher education that measures campus performance on a series of key indicators that respond to concerns often expressed by lawmakers. These indicators can be grouped into categories of quality, effectiveness, access, diversity, and efficiency/allocation of resources. For each indicator, the public campuses developed benchmarks or goals to measure their performance. This document, in two volumes, contains the fifth report delivered to the Commission under the current system. Volume II contains: (1) a short description prepared by each public institution; (2) a complete set of trend data and benchmarks for each of the indicators for each institution; (3) a listing of each indicator; (4) guidelines for benchmarking the indicators; and (5) the formats for the institutional performance accountability reports of the public campuses. (SLD)

ED 446 698   HE 033 553

Cranton, Patricia
Becoming an Authentic Teacher in Higher Education. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 01
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

new full-time freshmen rose slightly (0.8 percent) with large increases at public four-year campuses and declines at community colleges; (4) full-time graduate and professional enrollments increased by 5 percent while part-timers rose by 2.5 percent; (5) total headcount enrollment growth was greatest at public four-year campuses (3.6 percent) and least at community colleges were enrollments were essentially flat; (6) there were substantial variations within Higher education sectors; and (7) women continued to outnumber men, comprising an historic high of 59 percent of all students. (DB)

ED 446 719 HE 033 574

Kezar, Adrianna; Eckel, Peter
The Effect of Institutional Culture on Change Strategies in Higher Education: Universal Principles or Culturally Responsive Concepts?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 42p.; For a related document, see HE 033 575.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Cultural Influences; Diversity (Institutional); Ethnography; Higher Education; Institutional Environment; *Institutional Research; Models; *Organizational Climate; Power Structure; Qualitative Research

This study examined the impact of institutional culture on the change process within colleges and universities. It used an ethnographic approach and two tiered cultural frameworks to investigate comprehensive change at six institutions. The conceptual frameworks of culture used were Berquist's theory of institutional archetypes of culture and Tierney's theory of unique institutional cultures. The six institutions in the study included one research university, three doctoral-granting universities, a liberal arts college, and a community college. Data were collected on a semesterly basis by participant-observers at each institution and by outsider researchers. Data analysis involved theme analysis of institutional change strategies, development of institutional culture profiles based on both Berquist and Tierney frameworks, and analysis of whether institutional culture patterns could be identified in the change strategies. The report focuses on three of the six institutions describing change initiatives at each institution, their cultures, and discussion of how each culture affected institutional change strategies. Results support the value of exploring change strategies through a cultural approach, the usefulness of Berquist's four cultural archetypes, and the need to consider the unique nature of each institution's culture. Results suggest the need for campuses to conduct audits of their institutional culture before engaging in the change process. (Contains 34 references.) (DB)

ED 446 720 HE 033 575

Kezar, Adrianna; Eckel, Peter
Examining the Institutional Transformation Process: The Importance of Sensemaking and Inter-Related Strategies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 46p.; For a related document, see HE 033 574.

Issues" (Sheilagh Kelly and Liz Campbell); (2) "Voices of the Unemployed" (Patrick Gurr); (3) "The All-Seeing Eye: A Stakeholder Narrative of Applying for the Dole" (Michael Chin); (4) "Mutual Obligation: How to Survive and Enjoy the Experience" (Sue Frischke); (5) "Stakeholders' Experiences of Mutual Obligation" (Pauline O'Maley); (6) "LANT (Literacy and Numeracy Training) and the Country Learner: A City Slicker's Perspective" (John Stone); (7) "Mutual Obligation: Who's Paying? (Philippa Granwal); (8) "Mandatory Participation in Literacy/Numeracy Programs for Unemployed Young Australians: Whose Interests Are Served?" (Sarah Lindfield-Ide); and (9) "Researching Mutual Obligation and Literacy, Language, and Numeracy: What Does This Research Tell Us? (Sheilagh Kelly and Liz Campbell). An appendix contains a questionnaire sent to providers and participants asking about mutual obligation; and a bibliography lists 155 references. (KC)

ED 446 217   CE 080 800

Vocational Education and Training in France. Second Edition.
PUB DATE- 00
NOTE- 135p.; For first edition, see ED 387 702. Prepared by Circe.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Developed Nations; *Economic Development; Economics; Educational Administration; *Educational Finance; *Educational History; Educational Legislation; Educational Needs; *Educational Trends; Foreign Countries; Futures (of Society); *Job Training; Postsecondary Education; Secondary Education; Teacher Certification; Teacher Qualifications; *Vocational Education
IDENTIFIERS- *France

The six chapters of this report provide an overview of the vocational education and training (VET) system in France. Chapter 1 contains general information, such as the political and administrative structures of the VET system, population statistics, and a profile of the French economy. Chapter 2 describes the education system and its evolution and funding. Chapter 3 provides background information on the VET system and an overview of initial and continuing vocational training. Chapter 4 looks at the statutory and financial framework of the VET system, while Chapter 5 focuses on the qualitative aspects of the system, including certification and qualification and training of teachers and trainers. The final chapter surveys current and future trends, including development factors and prospects for the future. Five appendixes include lists of acronyms, abbreviations and resource organizations; a bibliography listing 21 references; a glossary defining 17 words; and a digest of the main laws, regulations, and agreements on vocational training. (KC)

ED 446 218   CE 080 802

Saunders, Nancy; Batson, Ted; Saunders, George
The Impact of Instructional Strategies on the Development of Meta-Skills in the Adult Learner.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Kerka, Sandra
Incidental Learning. Trends and Issues Alert No. 18.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Adult Educators; *Adult Learning; Annotated Bibliographies; Definitions; Education Work Relationship; Educational Environment; *Educational Practices; Educational Research; *Incidental Learning; Labor Force Development; *Learning Processes; *Learning Theories; Lifelong Learning; Teacher Student Relationship; *Theory Practice Relationship; Trend Analysis

Incidental learning is unintentional or unplanned learning that results from other activities. It occurs often in the workplace, during the use of computers, and in the process of completing tasks. Incidental learning occurs in many ways, including the following: through observation, repetition, social interaction, and problem solving; from implicit meanings in the classroom or workplace policies or expectations; by watching or talking to colleagues or experts about tasks; and from being forced to accept or adapt to situations. Incidental learning is situated, contextual, and social. It is thus characterized by those features that are considered most effective in formal learning situations. Incidental learning can result in improved competence, changed attitudes, and growth in interpersonal skills, self-confidence, and self-awareness. Not all unplanned learning is effective, however. Because incidental learning is often not recognized or labeled as learning by learners or others, it is difficult to measure and harness for use. Adult learners often do not distinguish between formally and incidentally acquired learning or prefer incidental learning opportunities to formal ones. Several researchers have examined the issue of how educators can help learners make incidental learning outcomes explicit. An annotated bibliography listing 21 print and Web resources constitutes approximately 75% of this document. (MN)

ED 446 235 CE 080 829

Mundry, Susan; Britton, Edward; Raizen, Senta; Loucks-Horsley, Susan
Designing Successful Professional Meetings and Conferences in Education: Planning, Implementation, and Evaluation.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adult Learning; Agenda Setting; Audience Analysis; Audience Awareness; Communication Skills; Conference Proceedings; *Conferences; Data Collection; Delivery Systems; Evaluation Utilization; Guidelines; Information Dissemination; Information Utilization; *Meetings;

Trainees' Perceptions of Public Vocational Training Institutions in Taiwan" (Li-Mei Huang); "Curriculum Development in Vocational Education: Achieving Balance and Coherence" (Christopher Parkin); "Providing Competency-Based Education for Industry and Its Effect on Classroom Education" (Chin-Yen Lin, Tsung-Juang Wang); "Competency Based Training: An Evaluation of a Post-secondary Teacher Education Program" (Dale E. Thompson, Cecelia Thompson, Betsy Orr); "Perceptions of Participants in a Multi-site Distance Learning Bachelor of Science Degree Program" (Betsy Orr, Dale Thompson, Cecelia Thompson); "A Study of Relation between Assessment Dimension and Management Outcomes--A Sample of Sinyi Real-Estate Company" (Stanley Tsan-Ying Lin); "Exploring a New Pattern of Vocational Education and Training" (Haicheng Yang, Tingrui Wang); "Transforming Educational Practice for a Transformed Employment Environment" (Jeanne Dawson); "Pre- and Post-Assessment in Occupational Courses" (Teresa Yohon); "Transforming Young School Leavers and Mature Unemployed into Skilled IT Workers--The IT Assistant Training in Hong Kong" (Yat-chen Li); "Discussion and Design of High Vocational Education" (Wenyi Qin, Yanchun Guo); "Teaching Statistical Problem Solving in Vocational Education" (Ken W. Li); "Structure and Cultivation of the Knowledge and Abilities of Students of Higher Vocational Technical Education" (Jiyao Zhou, Kaiyu Zhen, Weihua Liu); "Telling Stories in the Use of Portfolio Assessment in Higher Education: Some Implementation Issues" (Annie Y.W. Nicholson, Sharon Bryant); and "The Effects of the Whole Educational Experience on Graduate Employability and Further Study" (Kwok Hung Lai, Michael Hohn Pomfret). Most papers contain substantial bibliographies. (MN)

ED 446 250   CE 080 850

Skills for the New Millennium. Paper Presentations: Session G.
PUB DATE- 00
NOTE- 98p.; In: Vocational Education and Training for Life Long Learning in the Information Era. IVETA International Vocational Education and Training Association Conference Proceedings (Hong Kong, China, August 6-9, 2000); see CE 080 842. Paper from Session G4 by Victor C.H. Tsang not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Career Guidance; Case Studies; Counseling Techniques; Databases; Decision Making; Delivery Systems; Distance Education; Educational Cooperation; *Educational Needs; *Educational Policy; *Educational Practices; Educational Research; Electronics; Foreign Countries; Higher Education; Industrialization; International Cooperation; Internet; *Job Training; Knowledge Base for Teaching; *Lifelong Learning; Manufacturing Industry; Needs Assessment; Open Education; Research Utilization; School Business Relationship; Secondary Education; Student Certification; Systems Approach; Teacher Role; Technological Advancement; Technology Education; Telecommunications; Theory Practice Relationship Australia; Electronic Commerce; European Union; Hong Kong; Impact Studies; Learning Communities; United Kingdom; United State
IDENTIFIERS- Australia; Electronic Commerce; European Union; Hong Kong; Impact Studies; Learning Communities; United Kingdom; United States

This document contains 14 papers from the skills for the new millennium section of an international conference on vocational education and training (VET) for lifelong learning in the adults learn can provide insight on how older adults learn. Designers of workstations to be used by older learners using IT should be aware of age-related differences in older adults' cognitive function. Having younger students assist older people with IT can be a rewarding experience for both groups. Older adults tend to have had little exposure to the constructivist learning experiences that promote development of the problem-solving and independent learning skills needed to engage in lifelong learning. The introduction of digital television into the home is an opportunity for Australia to address this problem at the national level. This technology will make it possible to customize materials so that they can be presented to older adults in meaningful and practical ways. (Contains 12 references.) (MN)

ED 446 268 CE 080 886

Younis, Talib
Higher Education: Looking towards the 21st Century.
PUB DATE- 00
NOTE- 17p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Adult Learning; Corporate Education; Corporations; *Delivery Systems; Distance Education; *Education Work Relationship; Educational Administration; Educational Improvement; Educational Objectives; *Educational Policy; *Educational Technology; *Educational Trends; Employment Patterns; Flexible Progression; Foreign Countries; Futures (of Society); Government School Relationship; Higher Education; Open Education; Policy Formation; Position Papers; Prior Learning; Public Policy; Rural Areas; Rural Education; Trend Analysis; Universities
IDENTIFIERS- Australia; Scotland; *United Kingdom; United States; Virtual Universities

Trends in higher education (HE) in Scotland and elsewhere in the United Kingdom in the 1990s were reviewed, and possible policy directions for HE in the 21st century were explored. Special attention was paid to the following areas: features of HE institutions in the 21st century; the relationship between the state and HE institutions; curriculum development in support of learning for the workplace; flexible, open, and distance learning; technology and learning; the corporate university; and virtual education. The following were among the main conclusions reached: (1) HE policymakers and managers must base their policy decisions on forecasts of the skills needed in the workplace; (2) education providers must aim to bring equality of access to learning and encourage the state to fund installation of the infrastructure and new technologies needed to extend education to wider communities; and (3) policymakers and mangers wanting to provide their communities with wide, affordable access to learning must look to new technologies with the potential for mass education, including virtual universities based on the creation of partnerships offering courses and learning materials that have been developed by other institutions and subsequently awarding their own credits/degrees by assessing students' prior learning of the materials. (Contains 20 references.) (MN)

This paper argues that the concept "empathy" will be fundamental to successful human learning futures. However, while the need for empathetic education workers will increase, the paper also suggests that the possibility of them being so will become increasingly problematic. The paper first provides an outline of some conceptions of empathy and presents a brief argument for why the need for empathetic education workers is both morally obliged and a practical necessary. It then looks to education futures that suggest that education workers and students will increasingly interact with one another regardless of differences in cultures, contexts, time, and space. Within this context of increased diversity among workers and students, the paper addresses how two paradoxes are created: a pragmatic paradox is created, because communication within immediate education futures will involve restricted body language and physical presence and lead to the use and interpretation of words becoming even more crucial, and a moral paradox is created, because the need for empathetic education workers will increase and being an empathetic education worker will become harder, while communications between some groups and about some things will just not be allowed. Finally, the paper suggests why education workers should not give up on continuing to be empathetic. (Contains 13 references.) (YLB)

ED 446 285   CE 080 908

Ghamari-Tabrizi, Behrooz
Islam and High-Technology: Global Communications and Cultural Re-Inventions.
PUB DATE- 00
NOTE- 13p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Communication Research; *Cultural Context; Cultural Differences; Cultural Maintenance; Developing Nations; Foreign Countries; Futures (of Society); Information Technology; Intercultural Communication; *Islamic Culture; *Social Change; Technological Advancement; *Technological Literacy; Technology Transfer; *Traditionalism; World Wide Web
IDENTIFIERS- *Islamic Countries; *Technology Role

This paper problematizes the bifurcation of technology and tradition and its implied unidirectional transformative authority of technology. It divides the multitude of responses to the relation between technology and culture into these three categories: technology as the messenger and the message, technology as a messenger without an inherent message, and technology as a messenger unaware of its message. A study is reported that used examples from 48 Islamic World Wide Web sites and suggests that Muslim identities are incessantly being reinvented and reconstructed via, rather than despite of, new technologies. The paper reports that the study demonstrates that a conscious appropriation and appreciation of technology not only does not undermine cultural distinctiveness, but it may also enhance the production of a more vibrant cultural environment. It sees technology as neither bad nor good, but both a blessing and a burden. It also argues that the proponents of the technology-tradition binary perceive tradition as a set of static practices, a social order

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Behavior Problems; Elementary Education; Elementary School Students; Middle School Students; Middle Schools; Problem Solving; Referral; School Psychologists; *Student Behavior; Teacher Workshops; *Teachers
IDENTIFIERS- *Solution Focused Counseling

A model of in-service teacher training was designed to facilitate staff receptivity, and to help redirect teachers away from a problem view of students' behaviors and towards a solution-focused perspective. The model helps orient teachers to an ecological view of students' problem behaviors. The solution-focused perspective means teachers approach problems by looking at competencies instead of deficiencies. It emphasizes positive change and does not attempt to determine the cause of the behavior. The model serves as a change agent and offers hopeful possibilities. Workshop activities are used to demonstrate the solution-focused approach. A script for role-play is included which can be used to help foster the development of the ecological perspective. The outcome from the use of the model was that the number of referrals for assessment to the school psychologists was reduced at the elementary and middle school levels because teachers had more tools to solve problems on their own. (JDM)

ED 446 305 CG 030 416

Coll, Kenneth M.; Hubbell, Kelly
Theoretical Misconceptions: Person-Centered Therapy and Brief Counseling.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Comparative Analysis; *Counseling Theories; Counselor Training; *Psychotherapy; Theory Practice Relationship
IDENTIFIERS- Brief Therapy; Person Centered Therapy

This paper discusses some misconceptions about person-centered therapy being incompatible with brief counseling. Three major reasons contribute to why the person-centered approach has been omitted from the literature related to brief counseling. First, brief counseling was initially identified with the cognitive-behavioral school of therapy. Second, the person-centered approach is considered more of a philosophy. A third misconception concerns the misunderstanding surrounding empathy. In reality, therapists in short-term, time-limited situations are using many aspects of the person-centered approach. Both therapies share approaches that are based on similar beliefs, such as: psychotherapy should be formulated to meet the uniqueness of the individual's needs; every individual has the potential towards growth; and therapists realize the significance of the therapeutic quality of a solidly built relationship. Included in the paper is an excerpt from a third session (out of 10 sessions) of a person-centered brief therapy with a 30-year-old woman who is working on improving her low sense of self-efficacy. (Contains 14 references.) (JDM)

ED 446 306 CG 030 417

Kahn, Jeffrey H.
Research Training Environment Changes: Impacts on Research Self-

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Information; Bias; Confidentiality; Disabilities; *Evaluation; *Internet; Measures (Individuals); Portfolio Assessment; Standards; *Technology; Theories; Thinking Skills

Educators have understood the potential of technology in supplementing the instructional process, including the use of technology in the area of assessment. Technology used with good testing practices offers some capabilities that add value to educational assessment. These include: accessibility; immediate feedback; ability to use new assessment theories; portfolio assessment; ability to assess higher order skills; and persons with disabilities. Despite these positive elements, there are cautions that accompany the technology tools. These cautions concern: accessibility; test security; test taker identity; privacy/confidentiality; lack of information on the quality of the instrument; test comparability; gender, racial, and ethnic fairness; reporting and interpretation; lack of human contact; and familiarity with technology. Counselors need to be aware of the various issues related to the construction, production, administration, and interpretation of tests delivered via computers or the Internet. Various standards for testing that are applicable to both paper/pencil and technology-delivered assessment are discussed. (MKA)

ED 446 326 CG 030 465

Hughes, Rosemarie S.
Ethics and Regulations of Cybercounseling. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling; *Counselor Certification; *Ethics; Internet; *State Regulation
IDENTIFIERS- *Cyberspace

Cybercounseling is defined as the practice of professional counseling and information delivery that occurs when client(s) and counselor(s) are in separate or remote locations and utilize electronic means to communicate over the Internet. One of the counseling profession's main concerns will be unlicensed persons promoting themselves as competent Internet counselors. Unlicensed cybercounselors are almost legally untouchable, especially when a disclaimer statement is displayed stating what they are doing is not therapy. The National Board of Certified Counselors' Standards for the Ethical Practice of Webcounseling are specific, and give the impression this is an area that one does not enter lightly, without careful thought and consideration of implications and possible effects. Eleven critical issues in cybercounseling and seven other salient issues are listed. Information regarding licensure, from 1987 through 1993. The court ruling stated that the amount of money available for schools affects the educational opportunities that can be provided to Missouri's children. Financial data that were taken from 1998-99 show a slight deviation from the steady decline in the disparity ratio since legislative fixes were put in place, along with a revised funding formula that had gradually improved equity of funding among Missouri school districts. Two charts portray spending ratios among states and spending disparities. (RJM)

ED 446 348   EA 030 616

Fowler, William J., Jr., Ed.
Developments in School Finance, 1998. Fiscal Proceedings from the Annual State Data Conference (July 1998).
PUB DATE- 00
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Economics; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Finance Reform; *Financial Policy; Needs Assessment; School Funds

This collection of seven papers examines current theoretical perspectives on public-school finance. The first paper, "Reflections on the Limitations of Our Ability to Measure Schools' Productivity and Some Perspectives from the Past," assesses the inherent difficulties in measuring school productivity, particularly if one is concerned with more than test scores. The next paper, "Education Financing and Outcomes in Philadelphia," eschews efforts to measure productivity in the economic tradition, preferring to compare a school district with similar peer school districts in order to benchmark spending and performance. The third paper, "School Choice in Milwaukee: Are Private Schools Creaming Off the Best Students," discusses potential threats to the measurement of public school productivity, such as removing the most talented students through implementation of school-voucher programs. The following paper, "School-Level Resource Allocation in the Chicago Public Schools," focuses on a natural experiment in which funding responsibility was shifted from the district level to the school level. Two papers, "The Productivity of School Finance Equalization: An Analysis Using Hierarchical Linear Modeling," and "Active Graphics Methods for the Analysis and Display of Education Data," assess fiscal equalization. The final paper, "Developing Student Resource Variables for the Early Childhood Longitudinal Survey," describes how the National Center for Education Statistics has adopted a student-level finance measure that has the ability to accurately assess questions of the relationship of resources to student outcomes. (RJM)

ED 446 349   EA 030 617

Cohen, Gillian; Miller, Christine; Stonehill, Robert; Geddes, Claire
The Class-Size Reduction Program: Boosting Student Achievement in Schools across the Nation. A First-Year Report.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

differences in system structure, national curriculum, budgeting, school boards, private school attendance, and grading. Widely held myths about curriculum breadth, educational superiority and egalitarianism distort more complex realities. Chapter 5, "Northern Ireland: education in a divided society" focuses on the effects of conflict on the highly segregated system of education in Northern Ireland. Opposed by some teachers and parents, the effectiveness of new initiatives such as Education for Mutual Understanding, integration, and open enrollment is unclear. (References follow each chapter.) (TEJ)

ED 446 370   EA 030 663

Chesser, Jo Sykes; McNeal, Larry
Educational Community Study Circles: How Superintendents Can Enhance School Improvement through Community Dialogue.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, March 6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Involvement; Educational Innovation; Elementary Secondary Education; *Organizational Communication; *Partnerships in Education; *Superintendents
IDENTIFIERS- *Arkansas; *Study Circles

In 1998, the Study Circles Resource Center, Arkansas Friends for Better Schools, Southwest Educational Development Laboratory, and Oklahoma League of Women Voters involved 900 people in Arkansas and Oklahoma in the Calling the Roll: Study Circles for Better Schools program to address educational problems and link the community and schools. Study circles use small, highly participatory, facilitated groups to explore such issues as race relations, crime, and violence. This program and research effort is the first focusing on the use of study circles in education on a statewide basis. Arkansas Friends endorsed the assistance of superintendents in efforts to involve parents in study-circle programs. Preliminary analysis of research data from 262 questionnaires and 216 post-questionnaires compiled by The Center for Research on Teaching and Learning at the University of Arkansas and the University of Oklahoma at Norman from 5 Arkansas cities indicates a positive response to this type of group dialogue and collaboration. The data indicate involvement of superintendents enhances parental participation and the use of trained facilitators in small-group deliberation is vital to the dialogue process. Superintendents could be the catalysts for educational change in Arkansas using better communication strategies through study circles to improve community involvement and school performance. (Contains 22 references.) (TEJ)

ED 446 371   EA 030 664

Howse, Jo
Leadership and the Management of Change: From Theory to Practice in New Zealand Polytechnics.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; Alternative Assessment; Child Development; *Community Coordination; *Democracy; Elementary Education; Evaluation; *Standardized Tests
IDENTIFIERS- *Dewey (John)

Calls for school reform and performance have crested and receded many times this century. Establishing rigorous academic standards will revolutionize education and improve equity, and standards enjoy popular support. Standards require: (1) proficiency by students of all grades in a variety of subjects; (2) assessment testing; and (3) cooperation with textbook publishers. Much current criticism of standards focuses on the relationship between democracy and education. Dewey's broad, dynamic understanding of this relationship in a lived democracy included developing a shared common purpose through communication, but current discussions too often exclude the experiences of teachers. Many critics and supporters believe current standards are too precise and do not ensure student understanding. Frequently overlooked are the substantial limitations of standardized tests, which ignore factors outside school. The potential of alternative assessment instruments is demonstrated by the experience of a first-grade teacher in New York City's Lower East Side school linking democracy and instruction by focusing on specific skills students need in diverse settings. (TEJ)

ED 446 394 EA 030 700

Leithwood, Kenneth; Aitken, Robert; Jantzi, Doris
Making Schools Smarter: A System for Monitoring School and District Progress. Second Edition.
PUB DATE- 01
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Information Systems; Input Output Analysis; *Organizational Communication; School Districts

Strategic planning, accountability, and restructuring efforts often exacerbate targeted problems because the accurate information required for success is unavailable. This document offers a model monitoring system for utilizing important information by schools and districts. Part 1, "Basic Assumptions About Schools and Districts," explores how assumptions shape data collection and analysis, and promotes an organizational learning perspective sensitive to the scope of needed changes, the processes people need to meet goals, and the need to generate quality information. Part 2, "Educational Inputs and Outcomes," examines resource inputs, indicators and measures, and rationales for immediate and long-term outcome monitoring. Part 3, "Critical Process and Conditions," investigates several critical factors, including goals and organizational culture; planning, managing, leading, and instructing; organizational structure, information collection, and decision-making; and policies, procedures, and community partnerships. Part 4, "Gathering and Using School and District Monitoring Information," offers surveys and exhibits assisting

ED 446 415 EF 005 622

Florida Educational Facilities, 1997.
PUB DATE- 97
NOTE- 88p.; For related documents on Florida Educational Facilities, see EF 005 621-23.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Costs; *Educational Facilities Design; Elementary Secondary Education; Flooring; *Interior Design; *Public Schools; Roofing; *School Construction; Site Development
IDENTIFIERS- Floor Plans; *Florida

This document contains information, photographs, and floor plans of many of Florida's new elementary through high school facilities occupied in 1997. Each entry lists the facility's type, building size, student capacity, and general structural information. Also provided is information on the facility's total construction cost; the architects and construction company used; special features of the facility; site development; and the interior components, including roofing, walls, floor finishes, electrical, heating and air conditioning, and plumbing. (GR)

ED 446 416 EF 005 623

Florida Educational Facilities, 1998.
PUB DATE- 98
NOTE- 65p.; For related documents on Florida Educational Facilities, see EF 005 621-22.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Construction Costs; *Educational Facilities Design; Elementary Secondary Education; Flooring; *Interior Design; *Public Schools; Roofing; *School Construction; Site Development
IDENTIFIERS- Floor Plans; *Florida

This document contains information, photographs, and floor plans of many of Florida's new elementary through high school facilities occupied in 1998. Each entry lists the facility's type, building size, student capacity, and general structural information. Also provided is information on the facility's total construction cost; the architects and construction company used; special features of the facility; site development; and the interior components, including roofing, walls, floor finishes, electrical, heating and air conditioning, and plumbing. (GR)

ED 446 417 EF 005 624

Natural Disaster & Crisis Management in School Districts and Community Colleges.
PUB DATE- 97
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Colleges; Elementary Secondary Education;

one of which is through writing. (KFT)

ED 446 441 FL 026 455

Gilzow, Douglas F.; Branaman, Lucinda E.
Lessons Learned: Model Early Foreign Language Programs. Professional Practice Series.
SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Educational Objectives; Elementary Secondary Education; FLES; Immersion Programs; Preschool Education; Second Language Instruction; Second Language Learning; *Second Language Programs; *Student Evaluation
IDENTIFIERS- Chapel Hill Carrboro City Schools NC; Glastonbury Public Schools CT; Pinellas County School System FL; Portland School District OR; Prince Georges County Public Schools MD; Springfield Public Schools MA; Toledo Public Schools OH

This book describes 7 successful foreign language programs that start in preschool or the elementary grades and continue through high school, including both foreign language in the elementary school (FLES) and immersion programs. Written in clear and nontechnical language, this book is designed to be of use to anyone developing an early foreign language program or looking for ideas on how to maintain, enhance, or expand an existing program. Above all, this book aims to provide ready access to clear and reliable information about effective practices in language education. It begins with an overview of the topic and each of the 9 chapters. Each chapter focuses on a particular program, practice, or practitioner that has shown to be successful. The chapters describe the strategies and techniques used by effective teachers and administrators and offer practical guidelines and suggestions to help others implement similar strategies in their own classrooms, schools, and districts. Each volume closes with a summary of key points in the book and general guidelines and recommendations. Each chapter showcases one or two K-12 schools or school districts and typically contains the subheadings: "Program Philosophy and Goals"; "In the Classroom"; "Program Overview"; "Articulation"; "Assessing Student Achievement"; "The People Behind the Program"; "Challenges"; "Linking the Program to Families and the Community"; "Keys to Success." Forty-six references and 4 appendices are included. (Author/KFT)

ED 446 442 FL 026 456

Cummins, Jim
Language, Power and Pedagogy: Bilingual Children in the Crossfire. Bilingual Education and Bilingualism 23.
PUB DATE- 00
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education Programs; *Bilingualism;

process. HEFCE indicates in its key findings that on many measures, UK's researchers are globally among the best. Also contained within the report's key findings is the recommendation that current arrangements for funding should remain intact, with key reform areas. Grant protection should be retained for top-rated departments. A proposal is made for a new capability development fund. RAE peer review panels should recognize diversity within research. Institutions should meet minimum standards for post-graduate training, and link staff development to research funding provided by HEFCE. Appendices A through M present data on various factors within the research funding process. (HB)

ED 446 463   HE 033 217

Schramm, Susan
Thinking Thrice: A Feminist Response to "Mentoring" That Marginalizes.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; Faculty; Feminism; *Feminist Criticism; Higher Education; Institutional Environment; *Mentors; Nontenured Faculty; *Professional Development; Sex; *Sex Bias; Universities; *Women Faculty

Although mentoring is a popular practice in academia, mentor-protegee relationships are, for women faculty, problematic in several areas including power dynamics and cross-gender interactions. This paper discusses mentoring among academic faculty in the context of a feminist analysis of mentor-protegee relations, and suggests a feminist mentoring approach. Untenured female faculty often encounter marginalization, and affiliation with feminism may increase that marginalization. The paper discusses marginalization and looks at mentoring from four perspectives: 1) myths about mentoring, 2) liminality, 3) transforming sexist culture, and 4) mentoring with female values. In typical mentoring programs, inherent inequalities lead to imbalanced mentor-protegee relationships. Many mentors do not have adequate training in cross-gender mentoring. Feminist mentors should help to identify sex bias as problematic. Mentors of both sexes should participate in understanding, working within, and transforming sexist culture. Feminist mentoring emphasizes interpersonal relationships, empowerment and personal development, self-esteem, promotion of enhanced knowledge, skills and political awareness, personal autonomy, and politics of gender. (HB)

ED 446 464   HE 033 218

HEFCE Strategic Plan, 2000-05. Report.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Access to Education; Corporate Support; Costs; *Educational Finance; Educational Planning; Educational Quality; *Financial Support; Foreign Countries; Grants; Higher Education; International Education; Outcomes of Education; Public Support; *Strategic Planning; Universities

Appendix D contains data on the MBTI type groups. (HB)

ED 446 485 HE 033 277

Direct Loans: A Better Way To Borrow. William D. Ford Federal Direct Loan Program.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Educational Finance; *Federal Aid; Financial Aid Applicants; Financial Services; Higher Education; Loan Repayment; *Student Loan Programs; Technical Assistance
IDENTIFIERS- *Federal Direct Student Loan Program

The Web site http://www.ed.gov/DirectLoan/ provides information on the William D. Ford Federal Direct Loan Program for both professionals and borrowers. For professionals, it provides information on conferences, promissory notes, regulations, laws, and relevant links, as well as technical assistance, and other publications and guides. For borrowers, the Web site provides information on financial aid for students, interactive calculators, and direct loan consolidation information. Publications are available for download, and student account information may be accessed. (HB)

ED 446 486 HE 033 278

Johnston, Julia; Shanley, Mary Kay
For Parents Only: Tips for Surviving the Journey from Homeroom to Dorm Room.
PUB DATE- 00
NOTE- 216p.; Illustrations by Tom Kerr.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Admission; *College Bound Students; College Choice; *College Preparation; Colleges; High School Students; Higher Education; Parent Materials; *Parents; Paying for College; *Resource Materials; Undergraduate Students; Universities

The transition from high school to college is complex, and this book addresses many of the transitional issues faced by parents of college bound students during that period. The purpose of the book is to provide tips on helping kids make good choices about academics, teacher, friends, and activities in high school; conducting a college search that makes sense in terms of student aptitudes and interests; using the Internet as an important tool in the college search; and coping with testing fees and paperwork. Starting with the last stages of high school and progressing through the beginning of the college search process, the authors recommend strategies for communicating with students and shaping the decision-making process. Paying for college, developing computer skills, and standardized testing are highlighted, as are campus visits, feeling out college application forms, and dealing with the challenges of learning disabilities. Chapters address "senioritis" and leaving home. Appendices include worksheets on choosing a college; resources for parents; and a listing of roundtable participants. (HB)

NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Educational Research; Evaluation Methods; Higher Education; *Institutional Evaluation; Institutional Research; *School Effectiveness; *World Wide Web

This study examined how firmly formalized institutional effectiveness processes were in place on college campuses and whether those processes were deemed successful and useful by campus communities, noting the effectiveness of Web-based surveying to collect information. Respondents were college administrators involved in their institution's effectiveness plans. All participated in at least one regional or national e-mail listserv or electronic newsletter serving college/university institutional research professionals. Participants received e-mailed information about the Web-based survey, which collected data on institutional characteristics and assessed respondents' opinions on implementation of institutional effectiveness plans, programs, and procedures. Two-thirds of the 324 respondents reported that their campuses had institutional effectiveness plans. Nearly half of the plans were developed collaboratively. Stronger support for the plans related to their being viewed as important and their outcomes being integrated into planning efforts. Academics and administration were the areas most likely to be evaluated. Implementation was most often seen as a job requiring several people. Respondents reported that institutional research offices were charged with implementing the plan. Several technical issues were encountered in collecting data using listservs and Web surveys (e.g., lack of control over who received the communications). (Contains 17 references.) (SM)

ED 446 509 HE 033 321

Porter, John; Hogan, Margaret; Gebel, Melinda
The Non-Linear Transfer Student: The Case of Transfer, Returning Transfer, Re-Transfer, and Co-Enrollment. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Transfer Students; Community Colleges; Enrollment Trends; Higher Education; Transfer Rates (College)
IDENTIFIERS- Maricopa County Community College AZ

This paper presents the findings of a longitudinal study into the nonlinear transfer behaviors of students beginning higher education at the Maricopa County Community College, Arizona, and transferring to one of Arizona's three universities. The transfer patterns of recent high school graduates entering the community college in fall 1994 were tracked for 5 years, focusing on: traditional transfers; non-transfers; associate degree recipients; baccalaureate degree recipients; returning transfers; re-transfers; and co-enrolled. A total of 1,300, or 24.6 percent, of the 5,285 students in the cohort transferred to one of the state's universities during the 5 years of the

ED 446 530 HE 033 365

Student Aid Audio Guide, 2001-2002. Student Financial Assistance. CD-ROM .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- College Bound Students; Educational Finance; Eligibility; Federal Aid; Federal Government; *Federal Programs; Financial Aid Applicants; Financial Support; Higher Education; Optical Data Disks; *Paying for College; *Student Financial Aid; *Student Loan Programs; Tuition Grants; Work Study Programs
IDENTIFIERS- Direct Lending; Federal Direct PLUS Loan Program; Parent Loans for Undergraduate Students Program; Pell Grant Program; Perkins Loan Program; Stafford Student Loan Program; Supplemental Educational Opportunity Grants

This CD-ROM contains a simulated conversation between a counselor at the Department of Education's Federal Student Aid Information Center and a student inquiring about financial assistance. Following an introductory track providing contents information, each track contains a section answering a different question about federal student loans. The sections are: (1) "Sources of Non-Federal Aid"; (2) "Federal Student Aid Programs and General Eligibility Requirements"; (3) "Demonstrating Need and Completing an Application"; (4) "Determining Dependency Status"; (5) "What Happens after I Apply?"; (6) "Making Adjustments"; (7) "Verification and Deadlines"; (8) "Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Federal Work Study"; (9) "Federal Perkins Loans"; (10) "Loans for Students: Direct and Federal Stafford Loans"; (11) "Loans for Parents: Direct and Federal PLUS Loans"; (12) "Direct and Federal Consolidation Loans"; and (13) "How Will I Ever Remember All This?" (EV)

ED 446 531 HE 033 366

The Danger in Overemphasizing the Use of Scholastic Assessment Tests (SATs) as a Tool for College Admissions. Joint Hearing of the Senate Select Committee on Higher Education Admissions & Outreach and the Senate Committee on Education.
PUB DATE- 99
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Admission Criteria; College Applicants; *College Entrance Examinations; Diversity (Student); Equal Education; Grade Point Average; Hearings; High School Students; High Schools; Higher Education; Minority Groups; Test Results; *Test Use
IDENTIFIERS- ACT Assessment; California; *Scholastic Assessment Tests

This publication compiles materials related to the October 13, 1999 public hearing before California State senate committees concerning the misuse of standardized test scores in deciding admissions to college. Section I, "Introduction," contains the hearing announcement, agenda, and a background paper. Section education. Section 1 describes the approach taken to this required evaluation. Section 2 explains terminology used in the report. Section 3 describes seven principal findings, including: Alabama faces an extraordinary challenge to maintain its competitive position within the global economy and in the south and Alabama's leaders have not made a compelling case to the public about the critical link between higher/postsecondary education and their futures. Section 4 presents five recommendations, including: focus on a public agenda for the future of Alabama; link fiscal policy to the public agenda; and develop a new generation of quality assurance policies. Section 5 notes the critical role of the governor. Section 6 presents a summary and conclusions. Section 7 reviews common initiatives and accomplishments, highlighting access, excellence, accountability, and responsibility. Section 8 lists members of the Seventh Quadrennial Evaluation Committee. Section 9 lists participants in area discussion sessions. Section 10 presents the Commission statute. (SM)

ED 446 551   HE 033 387

Statistical Abstract: Higher Education in Alabama, 1999-2000.
PUB DATE- 00
NOTE- 217p.; Published by the Alabama Commission on Higher Education, Office of Financial Affairs.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Libraries; College Students; Degrees (Academic); Educational Finance; Enrollment Trends; Facilities; *Higher Education; *Private Colleges; *Public Colleges; Tables (Data); Teacher Salaries; Tuition
IDENTIFIERS- *Alabama

This report provides data and reference information on Alabama's public institutions of higher education and private universities and colleges. After an institutional data summary (public four-year institutions, public two-year institutions, and private institutions), the first section examines current enrollment data (e.g., general characteristics, all Alabama higher education institutions, all public higher education institutions, all private higher education institutions, and student origins). The second section presents data on finance (revenues and expenditures). The third section examines tuition and required fees (e.g., public four-year median undergraduate, public four-year median graduate, and public two-year institutions). The third section examines average faculty salaries (e.g., five-year summary, public four-year institutions, and public two-year institutions). The fourth section highlights degrees conferred (e.g., number of completions conferred by public and private institutions, completions conferred by level and gender, and percentage completions awarded to women by level). The fifth section discusses facilities (e.g., gross square footage by category, net assignable space by use, and Alabama public colleges and universities, land inventory). The sixth section examines the network of Alabama academic libraries (e.g., library expenditures, personnel information, and library income). (SM)

ED 446 552   HE 033 388

Peck, Jeremy; Cooke, Amy Isenberg
Characteristics of the 1998 MCAT Examinees.
PUB DATE- 00
NOTE- 71p.

ED 446 571 HE 033 411

Mingle, James R.
Higher Education's Future in the "Corporatized" Economy. Occasional.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Symposium on Research and Scholarship on Higher Education Governance, Trusteeship and the Academic Presidency Sponsored by the Association of Governing Boards of Universities and Colleges and the University of Virginia, Curry School of Education (Charlottesville, VA, December 5-6, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; Computer Uses in Education; Demography; Diversity (Student); Economic Factors; Education Work Relationship; Entrepreneurship; Governance; Governing Boards; *Higher Education; Information Technology; Internet; Politics of Education
IDENTIFIERS- Corporatism

The connection between higher education attainment and higher incomes has become increasingly more pronounced in recent years as the United States has moved toward a knowledge economy. What is less apparent or understood is higher education's contribution to the collective wellbeing of the nation and the world. Given humanity's growing interdependence, it is unlikely that American universities can long remain isolated from the bog that may surround them in the 21st century. Four external trends may have an especially powerful influence on higher education in future decades. Demographics, both in the United States and globally, will continue to shape the environment in which institutions operate, bringing to the fore an aging and more ethnically diverse population. Changes in the economy will continue to increase demand for college-educated workers and shape the nature of higher education's programmatic response. Information technology, most notably the Internet, will continue to alter delivery mechanisms and organizational structures. The commercialization, or "corporatization," of higher education will accelerate in both public and private colleges and universities. The paper makes recommendations to boards for building a public agenda in an age of entrepreneurship. (Contains 20 bibliographic references.) (SM)

ED 446 572 HE 033 412

Hedgepeth, Royster C.
How Public College & University Foundations Pay for Fund-Raising.
PUB DATE- 00
NOTE- 30p.; "With generous support from the Society for Institutionally Related Foundations."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; Endowment Funds; Financial Support; *Fund Raising; Higher Education; *Philanthropic Foundations; *Private Financial Support; Public Colleges

This study presents a typology for foundations to use in selecting potential revenue sources, assuming that foundations function as the comprehensive philanthropic vehicle for institutions. Data come from the author's higher education fundraising experience and a national survey of public colleges and universities and their institutionally related foundations.

DESCRIPTORS- Academic Achievement; College Entrance Examinations; *College Freshmen; *Grade Point Average; Higher Education; *Prediction; *Scoring; Validity
IDENTIFIERS- *Scholastic Assessment Tests

The impact of revisions in the content of the Scholastic Assessment Test (SAT) and changes in the score scale on the predictive validity of the SAT were examined. Predictions of freshman grade-point average (FGPA) for the entering class of 1994 (who had taken the old SAT) were compared with predictions for the class of 1995 (who had taken the new SAT I: Reasoning Test). The 1995 scores were evaluated both on the original SAT Program scale and on the recentered scale introduced that year. The changes in the test content and recentering of the score scale had virtually no impact on predictive validity. Other analyses indicated that the SAT I predicts FGPA about equally well across different ethnic groups. Correlations were slightly higher for higher levels of parental education and family income, and grades were more predictable for students with intended majors in math/science (mathematics, engineering, and biological or physical sciences) than for students with other intended majors. Correlations of the SAT I and the composite of SAT I scores and high school grade point average (HSGPA) with FGPA were generally higher for women than for men, although this pattern was reversed at college with very high mean SAT I scores. When a single prediction equation was used for all students, men tended to get lower grades than predicted, and women got higher grades than predicted. African American and Hispanic/Latino men received lower grades than predicted, but women in these groups performed as predicted by the composite. Both men and women with intended majors in math/science got lower grades than would be predicted by an equation based on scores for all enrolled students. (Contains 13 tables, 7 figures, and 18 references.) (Author)

ED 446 594 HE 033 434

Anderson, M. Brownell, Ed.
A Snapshot of Medical Students' Education at the Beginning of the 21st Century: Reports from 130 Schools.
PUB DATE- 00
NOTE- 475p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum; *Educational Administration; Educational Technology; Foreign Countries; Higher Education; Medical Education; *Medical Schools; Medical Students; *Outcomes of Education; *Program Descriptions
IDENTIFIERS- Canada; *North America; United States

This collection of reports on curricular structure and change in North American medical education covers almost all of the accredited medical schools in the United States and Canada (118 of the 125 in the United States and 12 of the 16 in Canada). The reports have the same basic structure so that information can be more readily compared, and they emphasize process and change rather than quantitative data. These sections provide information about each school: (1) curriculum management and governance structure; (2) office of education; (3) budget to support educational programs; (4) valuing teaching; (5) curriculum renewal process; (6) learning outcomes; (7) changes in pedagogy; (8) application of computer technology; (9) changes in assessment; and (10) clinical experiences. These profiles provide a picture of the profound changes that have

ED 446 612 HE 033 453

Bovbjerg, Barbara D.
Higher Education: Trustee Arrangements Serve Useful Purpose in Student Loan Market. Report to the Chairman, Committee on Health, Education, Labor, and Pensions, U.S. Senate.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Eligibility; *Federal Programs; Federal Regulation; Higher Education; Paying for College; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Direct Lending; *Family Education Loan Program; Trustee Responsibility; *Trustee Role

This report addresses concerns raised by the Committee on Health, Education, Labor, and Pensions of the U.S. Senate on : (1) the number and cost of trustee arrangements providing student loans and their shared characteristics; (2) the benefits and protections afforded the federal government through use of trustee arrangements; and (3) the effect of trustee arrangements on market participation and the availability of student loans. A variety of key participants in the student loan market were interviewed and/or surveyed, including federal officials, eligible lenders, ineligible lenders, guaranty agencies, and loan servicing organizations. Findings indicated that given current law and the federal regulations that govern the Federal Family Education Loan Program (FFELP), trustee arrangements between eligible and ineligible lenders serve an important role in enabling ineligible lenders to participate in FFELP, and in protecting the federal government's investment in the program. (EV)

ED 446 613 HE 033 454

University of Massachusetts Amherst Factbook, 1996-1998.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Institutional Characteristics; School Demography; *School Statistics; State Universities; Tables (Data)
IDENTIFIERS- *University of Massachusetts Amherst

This factbook is a retrospective of the University of Massachusetts Amherst from 1996 through 1998 and includes many data tables and figures. It provides answers to many of the most commonly asked questions about the campus and serves as a source of comparative information over time. Detailed information is provided in the following categories: organization, admissions, enrollment, student statistics, degrees, faculty and staff, finances, and miscellaneous. (EV)

ED 446 614 HE 033 456

Exit Counseling Guide for Borrowers. Revised .
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Adult Students; College Environment; *College Students; Higher Education; Nontraditional Students; *Student College Relationship; Student Needs

The information for this book was obtained by asking hundreds of adults students, and instructors with experience teaching adult learners, what they felt were the most important things adult students needed to know. Chapter 1, "Getting Started," provides information about what a student needs to know before enrolling in college. It is designed to help the adult learners find the best college to fit their needs. Chapter 2, "Understanding the Definitions and Customs," highlights some of the unique practices, customs, and definitions commonly used in higher education. Chapter 3, "Knowing the Turf, Rules, and Players," suggests ways of thinking and acting in college. Chapter 4, "Reaching Out," outlines the wealth of college services available beyond the classroom. Chapter 5, "Putting First Things First," outlines how to deal with concerns of integrating existing family and friends into the new network of people present in higher education. Chapter 6, "Studying Smart," offers steps to increase academic success. An appendix includes a glossary, Web site resources, and an index. (Contains 12 references.) (EV)

ED 446 638 HE 033 489

Naples, Caesar J., Ed.
Collective Bargaining and Accountability in Higher Education: A Report Card. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (27th, New York, NY, April 19-20, 1999).
PUB DATE- 99
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accountability; *Collective Bargaining; College Faculty; Distance Education; Educational Change; Faculty College Relationship; Faculty Organizations; *Higher Education; Student College Relationship; *Unions

Following an introduction, listing of the program for the Twenty-Seventh Annual Conference, and description of the Center, this conference proceedings contains the following papers: (1) "Some Thoughts and Facts on CUNY, Public Higher Education in New York State, and Accountability" (Augusta Souza Kappner); (2) "Academic Politics and Academic Futures" (Irwin Polishook); and (3) "Restructuring Public Higher Education and the Status of the Professoriate" (Terrence J. MacTaggart); (4) "Report Cards: To Reward or Punish?" (Mary Burgan); (5) "Three Dimensions of Accountability" (Judith S. Eaton); (6) "Collective Bargaining and Accountability in Higher Education: The Coming Transformation of Higher Education and the Place of Faculty" (Frank Newman); (7) "Academic Freedom and Politics" (Roger W. Bowen); (8) "Two Paradoxes for Academic Freedom" (Matthew W. Finkin); (9) "Stopping Slapp Suits: A Proposal" (Julius Getman and Ellen Dannin); (10) "Alice, the College Teacher, and the Rottweiler in Wonderland: The Prospects and Problems of Distance Education" (Joseph N. Hankin); (11) "Cyber Unionism: A

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; *Higher Education; *Institutional Role; Learning Strategies; *Partnerships in Education; *School Responsibility
IDENTIFIERS- *Learning Partners

This report to identifies techniques for designing and maintaining effective multi-institutional collaborative projects that also encourage the success of each individual institution. To discover these techniques, 17 people from colleges and universities, center, foundations, consulting organizations, and higher education programs that had been actively engaged in multi-institutional alliances were interviewed. Interviewee responses are discussed, providing recommendations regarding the formation and management of networks, and the role and responsibility of institutional participants are considered. The top priority in any multi-institutional project should be the individual participating institutions, and every collaborative project should be designed to improve the participating institutions. However, attention also needs to be paid to the collective and to informing the field of higher education in general. Carefully designed and managed cooperation can have profound effects with the results of collaborative projects being almost always better. Individuals and institutions participating in collaborative, multi-institutional projects should consider the following elements key to success: (1) a common purpose; (2) a rigorous selection process; (3) a commitment to educating participants on the arts of collaboration and institutional change; (4) commitments of human and financial resources to support the project; (5) a supportive infrastructure/project leader; (6) equal commitment from all participants; and (7) frequent and repeated contact among participants. For most multi-institutional projects, the intention behind them is that institutions will learn from collaboration, use the information, and change. An appendix lists the interviewees. (Author/EMS)

ED 446 658 HE 033 510

Green, Janice S.
Reviewing and Renewing General Education: A Practice Guide. Working Paper #24.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; Course Content; *Curriculum Design; *Curriculum Development; *Curriculum Evaluation; Educational Trends; *General Education; *Program Implementation; *Program Validation

This document offers practical guidelines and suggestions to assist those responsible for reviewing, evaluating, developing, and implementing general education curricula. Emphasis is placed on collaborative practices, ongoing open communication, thorough planning, and reliable information, with the aim of facilitating the process of renewing a program from inception to a successful conclusion. Organizational, political, and learning. Selections in this section attempt to sample work from a variety of fields, in a variety of forms and media, employing a variety of methods. The third section points readers to resources that can assist them in the doing of the scholarship of teaching and learning. The bibliography serves to define a scholarship that focuses explicitly on student learning. It reflects a conviction that the scholarship of teaching and learning can and should take on different forms. Thus, the inclusion of examples ranging from a book-length study to a pedagogical colloquium by a prospective faculty member; from an on-line resource, to a protocol for ongoing collaborative inquiry, to a textbook. A short summary is provided for each listing in the bibliography. (EMS)

ED 446 677 HE 033 529

White, Dawn L.
Basic Facts on Study Abroad in the 21st Century.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Foreign Countries; Foreign Culture; Higher Education; *International Education; *International Educational Exchange; *International Programs; Overseas Employment; Second Languages; *Study Abroad; Travel
IDENTIFIERS- *International Schools

This booklet provides basic information about selecting an educational opportunity abroad. Its chief focus is on postsecondary academic programs, but it also includes information related to work, travel, and volunteer programs in other countries. The first step to studying abroad should be to define one's goals for doing so. The next step should be to identify programs that match defined objectives. Students going abroad today have a wider choice of programs to choose from than ever before. Students in all fields can choose programs of varying length. They can choose to study independently through direct enrollment in a foreign university or participate in a U.S.-sponsored program, or just participate in an internship or summer study program. The next step should be to develop a plan that includes evaluating language skills, arranging for academic credit, setting up transportation and housing, getting the proper paperwork done, and setting up finances. Programs sponsored by U.S. institutions tend to be more expensive, but they also tend to include more of the major expenses: tuition and fees, room and board, books, local transportation, and medical insurance. Students enrolled in an academic program that normally includes a formal program of study abroad may also be considered for federal financial aid. Other opportunities abroad should also be investigated including, learning vacations, volunteer work camps, trainee programs, and working or teaching abroad. Contains a list of organizations and publications available to assist students and advisors. (EMS)

ED 446 678 HE 033 530

Ayuda economica: Guia para estudiantes, 2001-2002 (Financial Aid: Student Guide, 2001-2002).

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *College Faculty; Faculty Development; *Higher Education; Prior Learning; *Self Concept; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Authenticity; *Self Awareness; Social Construction of Reality

This book targets teachers in higher education as well as in adult education, illustrating how to work toward becoming more authentic in teaching using case studies, examples, stories, and exercises. Chapter 1 explores current understanding of the basic self and psychological preferences. Chapter 2 discusses the powerful influence of past experiences in the perception of the self and the significance of people's cherished values. Both chapters include exercises for fostering self-awareness. Chapter 3 inquires into the social construct of the good teacher and urges readers to identify their own personal teaching strengths within that construct. This theme is carried into chapter 4, which suggests how teachers can examine their own stories and contemplate how to integrate the self into the teaching role. Chapter 5 contains stories from four authentic teacher. Chapter 6 describes different kinds of relationships teachers have with students, providing exercises to help identify them and make them more meaningful. Chapter 7 discusses authenticity in the larger context of the discipline, institution, community, state, and society. Chapter 8 discusses personal and professional development, focusing on how each contributes to the other as people integrate the self and the teacher. (Contains 83 references.) (SM)

ED 446 699 HE 033 554

Lawler, Patricia A.; King, Kathleen P.
Planning for Effective Faculty Development: Using Adult Learning Strategies. Professional Practices in Adult Education and Human Resource Development Series.
PUB DATE- 00
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Learning; Elementary Secondary Education; *Faculty Development; Higher Education; Planning; Program Development; Teacher Improvement

This book describes how to use adult learning strategies in planning faculty development. Chapter 1 addresses concerns about success, demonstrating how to use an adult learning model to help faculty developers succeed. Chapter 2 presents the Adult Learning Model for Faculty Development, which has four stages grounded in adult learning and program planning principles (preplanning, planning, delivery, and follow-up). Chapter 3 covers five preplanning tasks (understanding organizational culture, identifying the faculty developer's role, assessing needs, evaluating resources, and establishing goals). Chapter 4 highlights six planning stage tasks (selecting topics, identifying presenters, preparing for delivery, preparing for support and transfer of learning, scheduling events, and beginning the evaluation). Chapter 5 covers four tasks in the delivery stage (building on preparation, promoting the program, implementing adult learning principles, and monitoring the program). Chapter 6 discusses

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Cultural Influences; Diversity (Institutional); Ethnography; Higher Education; Institutional Environment; *Institutional Research; Models; *Organizational Climate; Power Structure; Qualitative Research

This study develops a framework for transformational change in institutions of higher education that is both theoretically and empirically grounded and is context based. It reports on six ethnographic case studies of six institutions over a four year period. The six institutions in the study and their change initiatives included one research university (reconceptualizing the goals of general education and faculty roles); three doctoral-granting universities (changing faculty roles and rewards, creating a more rigorous academic environment, and integrating technology into the teaching and learning process); a liberal arts college (creating a campus community grounded in civic responsibility); and a community college (becoming more student centered). Qualitative research techniques were used including interviews, participant observation, site visits, and document analysis. The key findings included: identification of five core strategies for transformational change, all of which facilitated organizational sensemaking; (2) the important interrelationship among core and secondary strategies and the nonlinear change process; (3) the need for balance among strategies; (4) the importance of social cognition models for future studies of transformational change; and (5) the efficacy of combining multiple conceptual models. An appendix provides definitions of core and sub strategies. (Contains 60 references.) (Author/DB)

ED 446 721 HE 033 577

Smith, Charles W.
Market Values in American Higher Education: The Pitfalls and Promises.
PUB DATE- 00
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Administration; *Educational Change; Efficiency; *Governance; Higher Education; *Marketing; Productivity

This book proposes that market principles have been, and continue to be, misapplied to American higher education, causing significant economic inefficiencies and undermining the educational process. It argues: first, that the widespread criticism of fiscal and personnel mismanagement leveled against higher education's traditional way of doing business is wrongheaded; second, that nearly all the remedial economic/market actions recommended to correct these assumed inefficiencies have proven counterproductive; and third, that real economic efficiencies require building on traditional academic management and governance structures. The book's three sections address the pitfalls of false economic diagnoses, the pitfalls of faulty economic cures, and the promise of unexploited market resources, respectively. The 10 chapters consider the following topics: (1) allegations and reality about runaway costs; (2) reasons that education seems so expensive; (3) allegations and reality about bad management; (4) the multiple products and multiple markets of higher

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Cognitive Processes; Curriculum Development; Educational Strategies; Graduate Students; Higher Education; Learning Processes; *Learning Strategies; *Metacognition; *Self Evaluation (Individuals); Self Motivation; *Student Evaluation; *Teaching Methods; Theory Practice Relationship; Thinking Skills

A study focused on the relationship between instructional strategies and students' reported meta-skill attainment in an adult education context. Using the data collected from 2,507 end-of-course surveys of students in the Graduate Studies in Education program at Indiana Wesleyan University, analyses were run to test for correlations between the independent variables (19 instructional strategies) and each of 10 dependent variables (10 meta-skills). The three key findings of the study were the following: (1) instructional strategies clustered into four identifiable composites, each supported by a current and credible educational theory; (2) the curriculum composite of instructional strategies strongly correlated with reported attainment of all 10 meta-skills; and (3) the assessment composite of instructional strategies correlated with reported attainment of no meta-skills. The study concluded that curriculum and assessment are essential components of any educational program and require substantial resource investment and attention to design, and that direct meta-skill instruction should be a component of courses offered in formal adult education programs. (Contains 68 references.) (Author/KC)

ED 446 219   CE 080 804

Ronayne, Thomas, Ed.
Including Prisoners and Ex-Offenders in Employment and Society. Proceedings of the Integra Conference (Dublin, Ireland, November 1998).
SPONS. AGENCY- European Social Fund, Dublin (Ireland).
PUB DATE- 99
NOTE- 104p.; Published by WRC Social and Economic Consultants Ltd.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Community Involvement; Continuing Education; Correctional Education; *Correctional Rehabilitation; Demonstration Programs; Developed Nations; *Employment Programs; Foreign Countries; Job Search Methods; *Job Training; Outreach Programs; Postsecondary Education; *Prisoners; Vocational Rehabilitation
IDENTIFIERS- *England; *Ireland

This book contains proceedings from a conference, held in Dublin, Ireland, on employment of prisoners and ex-offenders, including opening and closing addresses, papers from plenary sessions and summaries from panel sessions and workshops. The opening address, given by John O'Donoghue, is followed by "Including Prisoners and Ex-Offenders in Employment and Society: Overview and Conference Objective" (Tom Ronayne). A summary of a panel session on "What Do We Need to Do to Ensure that Prisoners and Ex-Offenders Are Included in Employment and Society?" is followed by five papers from the plenary session on Pointers to Effective Action. Papers are "The Pathways Project" (Martin Walters); "The Outreach Project" (Colm O'Herlihy); "The MABiS (Model Project--Integration of Training and Employment for Ex-Prisoners) Project" (Wolfgang Wirth); "The JUVOS Project" (Andrea Ward); and "What Works and Why" (Andrew McCall). Summaries from three workshops follow. The workshops examined

Postsecondary Education; *Professional Development; Program Development; Program Evaluation; Program Implementation; Questionnaires; Systems Approach; *Teacher Education; Teacher Improvement

This book outlines the principles of planning, implementing, and evaluating successful professional meetings and conferences in education. The following are among the topics discussed: (1) the knowledge base of effective meetings and conferences (nine principles held by effective meeting designers; characteristics of effective meetings and conferences; principles of effective adult learning); (2) early planning (identification of target audiences, conference budgets, identification of cosponsors or partners; selection of locations and dates; delegation of responsibility for conference design and planning); (3) design issues (selecting activities and approaches; identifying the view of participants assumed in the design; using the authentic task approach; choosing and supporting speakers; communicating with leaders, facilitators, and presenters; marketing conferences; preparing preconference participant mailings; managing conferences); (4) evaluating a conference or meeting (focusing the evaluation; identifying the evaluation's audience; choosing data collection methods; evaluating the meeting design and process; selecting evaluation methods; using evaluation information to make improvements; and conducting regular evaluations of small meetings and working sessions; and (5) producing conference proceedings (purposes of proceedings and ways to capture the meeting and add analysis to reporting). The following items are appended: examples of topics addressed by professional meeting planners; sample agendas; and sample evaluations. The bibliography lists 23 references. (MN)

ED 446 236   CE 080 830

Nilsen, Sigurd R.
Multiple Employment and Training Programs: Overlapping Programs Indicate Need for Closer Examination of Structure. Report to the Chairman, Committee on the Budget, House of Representatives.
PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Programs; Coordination; *Cost Effectiveness; *Employment Programs; *Federal Programs; *Job Training; Labor Force Development; Outcomes of Education; Postsecondary Education; Program Budgeting; Program Costs; Program Design; Program Effectiveness; Program Implementation; Program Improvement

A study was conducted to determine the effectiveness and efficiency of federally funded work force development programs, such as employment and training programs. Information, including budget data for fiscal years 1999 and 2000, was gathered on federally funded employment and training programs for which a key program goal is providing assistance to persons trying to find employment or improve their job skills. Information on the groups of individuals these programs target, the services each program provides, and possible areas of overlap was also obtained. In addition, researchers sought the type of information needed to assess whether these programs are duplicative and inefficient and raised issues to be considered in developing options to improve the efficiency of federally funded employment and training programs. The study identified 40 federally funded employment and training programs for which a key program goal is providing assistance to persons trying to information era. The following papers are included: "Research on Vocational Education and Training as a Field for Knowledge Development--Starting Points for the CEDEFOP (European Centre for the Development of Vocational Training) Research Arena" (Pekka Kamarainen); "Knowledge Development at the Interface of Research, Policy and Practice--Support for Knowledge Development within the CEDEFOP Research Arena (CEDRA)" (Graham Attwell, Alan Brown); "Use of Web-Based Collaboration and Knowledge Transformation Tools to Support the Development of a Learning Community to Enhance Career Guidance Practice" (Alan Brown, Graham Attwell, Jenny Bimrose); "Doing the Research Is Only Half the Job: The Impact of VET Research on Decision Making" (Chris Robinson, Sarah Hayman); "NCVER's (National Centre for Vocational Education Research's) Web Site and the VOCED Research Database" (Sarah Hayman); "The Renaissance of Vocational Education and Training: Miscellaneous Hints for Undernourished Elephants Yearning to Dance" (Robert Sadler); "Tele-Operation of a Manufacturing System for Vocational Education" (Francis H.F. Tsang, Jonathan K.F. Lee); "Worldwide Technology Trend of Electronics Products" (Lawrence Cheung); "The Implication of Advances in Wireless Data Communications on E-Commerce" (Lawrence Cheung); "New Roles of Vocational Education and Vocational Teachers for Technological Change: A Case Study of the Hong Kong Institute of Vocational Education" (Che Keung Yeung, Choi Fung Cheng); "The Occupational Skill Testing and Certification Systems in Hong Kong" (S.P. Fu); "Distance and Open Learning--Web-Based Training (WBT) Development Process Consideration" (Donna Wing Yiu Lau); and "Industry Partnership for Graduation Stage of Higher Vocational Education" (Dan-dan Shi, Xiao-hong Chen). Most papers contain substantial bibliographies. (MN)

ED 446 251   CE 080 851

Data Ramifications of Competency-Based Initiatives. Interim Report of the Working Group.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Admission Criteria; *Articulation (Education); Case Studies; Check Lists; *Competence; *Competency Based Education; Data; Definitions; *Educational Certificates; Educational Testing; Labor Force Development; Minimum Competencies; Minimum Competency Testing; *Outcomes of Education; *Postsecondary Education; Student Certification; Student Evaluation

This interim report presents the framework for classifying competency-based initiatives developed by the NPEC (National Postsecondary Education Cooperative) Working Group. Section 1 presents a structure for classifying competency initiatives based upon student progression into, within, and from postsecondary education. Key applications of competency definitions and assessment considered by the Working Group occur at intersections or transition points in the schematic. Section 2 presents the Working Group's current thinking with regard to defining, assessing, and applying competencies. Section 3 describes progress made in preparing an annotated bibliography of competency-based initiatives. Section 4 discusses the design of case studies that are being carried out to analyze current practices in assessing and using competencies in postsecondary education. Section 5 presents data and process issues (with sub-issues) identified by the Working Group in the form of criteria or a check list to assist

ED 446 269 CE 080 887

Lochhead, John
Sound Thinking with Thinkback 2000.
PUB DATE- 00
NOTE- 13p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Cognitive Development; Cognitive Processes; Educational Strategies; Fused Curriculum; Language Arts; Mathematics Instruction; *Metacognition; *Problem Solving; Science Instruction; *Skill Development; Social Studies; *Thinking Skills
IDENTIFIERS- Reflective Thinking; Whimbey (Arthur)

Thinkback is a new instructional process that uses "thinking aloud" strategies developed by Arthur Whimbey and derives its name from the technology of instant video playback. Thinkback is a generalization of techniques described in the program "Problem Solving and Comprehension," which has been used for more than 20 years. The key element of the program is Thinking Aloud Pair Problem Solving (TAPPS), a process wherein a listener asks questions that probe the problem solver's thinking. The Thinkback technique spans the gap between unstructured constructivist-style instruction and lock-step memorization drills, and it can convert a teacher-centered rote memory lesson into an intellectually challenging student-centered exploration while simultaneously maintaining specific content mastery objectives in areas such as mathematics, language arts, social studies, or science. Thinkback can also be used to add subtle structure to an open-ended creative exercise, thereby allowing students at all ability levels to benefit from the exercise. Before students begin the TAPPS process, they are presented with a model case consisting of dialogue between a problem solver and a listener. As a student gains experience, the listener's questions become increasingly probing. The process culminates in reflective thinking, the ability to listen to and follow one's own thought process. (MN)

ED 446 270 CE 080 888

Gross, William A.
Entrepreneurship Education.
PUB DATE- 00
NOTE- 13p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration; Business Education; Business Skills; Case Studies; Curriculum; Curriculum Development; *Engineers; *Entrepreneurship; Higher Education; *Integrated Curriculum; Outcomes of Education; Program

incapable of generating and adapting to change. (Contains 16 references.) (YLB)

ED 446 286 CE 080 909

Cox, Robyn Gail
Reading at the Crossroads: English for Workplace Purposes.
PUB DATE- 00
NOTE- 19p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Educational Research; Foreign Countries; Higher Education; Job Skills; *Literacy Education; Questionnaires; *Reading Attitudes; *Student Attitudes; *Teacher Attitudes; *Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- Brunei

This paper details a research project in Brunei Darussalam that explored vocational education teacher trainees' and their future students' views about the function of reading in vocational education and about reading in English. Part A, a review of current theoretical perspectives in literacy as a socially constructed phenomenon, is organized by these main premises: literacy is an everyday social practice that individuals participate in; literacy is not a neutral practice but relates to how individuals read the world; literacy is a political enterprise; and the pedagogy of literacy empowers particular social groups. Part B describes the questionnaire and its theoretical underpinnings. These findings from 117 student questionnaires are reported: they were most likely to consider aspects of code breaker and text participant roles of readers and less likely to consider aspects of text user and text analyst; and gender and work experience analyses indicated no significant differences. These findings from 21 teacher questionnaires are reported: they conceived of reading in the traditional manner--as a code breaking activity, with some reflection on the text participant role--and teachers usually or always think about aspects of meaning while reading. Part C suggests that teachers of English for vocational purposes work from a model where reading is seen as an individual skill that can be taught in isolation in the classroom. (Contains 32 references.) (YLB)

ED 446 287 CE 080 910

de Lange, Rudi
Culture: A Filtration Process during Communication in Education.
PUB DATE- 00
NOTE- 13p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Classroom Communication;

Efficacy and Interest.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Conference of the American Psychological Association (Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Training; Curriculum Development; *Educational Environment; *Graduate Students; Higher Education; *Learning Theories; *Mentors; *Research; Research Opportunities; Teacher Student Relationship; Theory Practice Relationship

The graduate research training environment is instrumental to the development of students as scientists (Gelso, 1993, 1997; Gelso and Lent, 2000). Investigations of research training environments in counseling psychology graduate programs have provided some of the empirical support necessary for educators to draw upon Gelso's (1993) theory when designing and enhancing training programs. Research thus far has been exclusively cross-sectional, and students' perceptions of the training environment are only measured as they are perceived at a single point in time. Past research has not addressed how short-term changes in the training environment relate to changes in research self-efficacy and research interest. This paper explores these relationships and how changes in one specific aspect of the training environment, namely the student's relationship with a mentor, relate to changes in research self-efficacy and research interest. Counseling psychology doctoral students (N=125) participated in this study. Two training implications were determined from the results. First, it suggests that training interventions may be effective at the level of the individual mentor and need not be program-wide to impact student development. Second, the research supports the practice of reassigning mentors if a student is unsatisfied with the mentor early on in training. (Contains 4 tables and 19 references.) (JDM)

ED 446 307 CG 030 418

Tolentino, Barbara Wang
Factors in Successful Mentoring Relationships.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Helping Relationship; *Mentors; *Professional Development; Program Development; Research; Students; Teacher Education; *Teacher Student Relationship

Informal mentoring has always served as a means of fostering development and growth of the younger members of our society. Mentoring programs take on many forms. Some target youth development, while others foster development within professions, such as the mentoring of new teachers. Prior research on influential factors in mentoring outcomes focused on mentee and/or mentor attitudes, which might be found to affect mentoring success. This study seeks to broaden the range of factors considered in analysis of mentoring relationships, and to evaluate both programmatic and individual influences on jurisdiction, and state regulations for cybercounseling are discussed, including suggestions for policy and regulation. (Contains 6 references.) (MKA)

ED 446 327 CG 030 466

Hall, Janet E.
Technology-Delivered Assessment: Guidelines for Educators Traveling the Technology Highway. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Evaluation; *Guidelines; Measures (Individuals); Scores; *Technology; Testing

This digest highlights the rules or best practices that should be followed by educators in evaluating, selecting, and using technology-delivered assessments. The guidelines adhere to existing professional standards and are presented in checklist form so that educators can determine if the use of technology for their assessment programs are of sufficient quality. The guidelines cover the following areas: test score interpretation; test administration; credibility of the developers; and access to professionals. Adherence to these guidelines is of vital importance in reviewing, selecting, and using technology-delivered assessment instruments. A list of Web sites that will assist educators in keeping abreast of current information regarding assessment and technology is provided. (MKA)

ED 446 328 CG 030 467

Peterson, Marla P.
Transition of Career Development University Courses to Electronic Formats. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Development; *Counselor Training; *Distance Education; Higher Education; *Nontraditional Education; World Wide Web

As more and more agencies are moving toward supplying career information on the World Wide Web, it has become apparent that pre-service counselor education career development courses need to become electronically enhanced. Once this enhancement of face-to-face instruction occurs, it is tempting to move to the delivery of courses through distance education means. Counselor educators receive guidance from within the profession as they determine how technology can be used to enhance the preparation of counselors. However, sometimes it is instructive to review statements from other disciplines. This digest discusses two studies; "What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher

DESCRIPTORS- *Class Size; Educational Improvement; Elementary Education; Federal Aid; Federal Programs; *Program Effectiveness; Program Evaluation; Teacher Student Ratio
IDENTIFIERS- *Class Size Reduction

This report by the U.S. Department of Education highlights the benefits of the Class-Size Reduction program that was passed by Congress in 1998. Prior to this federal program, more than 85 percent of students were in classes with over 18 children. However, 1 year after its inception, the program enabled 1.7 million young children to learn in smaller, more personalized, classrooms. The program allowed schools to hire approximately 29,000 new teachers, and as a direct result, 61,000 additional teachers saw their class sizes shrink. Class-Size Reduction funds helped create more manageable classrooms so that teachers could focus on teaching and learning and spend less time on discipline. The program has turned around low-performing schools, has improved reading achievement, and has boosted individualized instruction and classroom management. The report discusses how federal dollars are sent to where they have the greatest impact, and it offers several anecdotes from teachers who testify to the benefits of the program. It describes ways to support state efforts at class-size reduction and offers specific examples of state programs that have benefited children. The text details research that supports the efficacy of class-size reduction, and explains how such program work and why they are cost effective. (RJM)

ED 446 350 EA 030 619

School District Finances: Program Evaluation Report.
PUB DATE- 00
NOTE- 99p.; For the full evaluation report, School District Finances (#PE00-04) which includes the agency's response, call 651-296-4708 or download from: http://www.auditor.leg.state.mn.us/ped/2000/PE0004.htm.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; *Educational Economics; *Educational Finance; Elementary Secondary Education; *Financial Policy; *Needs Assessment; Resource Allocation; School Funds; Trend Analysis
IDENTIFIERS- *Minnesota

This report describes financial and staffing trends in Minnesota's public-school districts. The report arose from legislators' concerns about budget problems that caused many school officials to eliminate academic programs and trim other expenses. The following questions are addressed in the evaluation: How has public school enrollment changed over the last decade? How have district fund balances varied over the last decade? How have staffing levels and salaries changed over time? How have past trends varied depending on the size, location, and other characteristics of school districts? and Why are some districts experiencing financial problems? The findings of the study reveal that the financial condition of school districts improved during the 1990s. Spending on special education increased as did inflation-adjusted general fund revenues per student. Although over one-third of the districts made budget cuts in 2000, the statewide teacher-student ratio was expected to hold at or near the high reached in the prior year. Although spending increases resulted from class-size reduction efforts, declining enrollment, low staff turnover, growing transportation costs, and inadequate management

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Foreign Countries; Leadership Styles; *Management Development; Postsecondary Education; *Supervisory Methods; Technical Institutes
IDENTIFIERS- *New Zealand
In the early 1990s, New Zealand attempted a comprehensive reform of educational administration in early childhood, primary, secondary, and tertiary levels. Polytechnic universities were included in calls for proposals. A comparative study of analogous Australian, American, Canadian, European, and Chilean institutions and interviews with managers and staff of 5 rural and urban New Zealand Polytechnics provides information on strategic management practice during 10 years of reform. Interviews revealed 18 strategic-management capacities to incorporate into survey measures. Practice was confirmed by a survey of senior managers and staff at 19 of 24 polytechnics. A majority of respondents advocated qualities of effective "leadership by example." Negative respondent comments included concern about emphasis on balancing budgets, inability to define effective leadership, and little contact with students. (TEJ)

ED 446 372 EA 030 665

Improving Low-Performing High Schools: Ideas & Promising Programs for High Schools.
PUB DATE- 99
NOTE- 36p.; Some words are difficult to read due to holes punched in spine.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Demonstration Programs; Educational Change; Educational Improvement; *High Schools; Needs Assessment; Program Descriptions; School Schedules
IDENTIFIERS- American Federation of Teachers; *Low Performing Schools
Many low-performing high schools find it difficult to implement effective action plans because research is lacking and policy options are limited. Committees comprised of all major stakeholding groups, including administrators, teachers, counselors, support personnel, parents, and community members should be formed by schools to oversee every step of a reform program. These steps include a self-study, research-based reform, entry-level standards, intensive intervention programs, a safe learning environment, high academic standards, full certification, organizing personal communities, and creating student learning incentives. At present, little research backs block scheduling, year-round schools and late-start days, and interdisciplinary education is vague. Research suggests schoolwide reforms are more effective, and successful programs show evidence of reforms that help all students meet high standards. Schoolwide reforms have been independently proven, have been replicated beyond a pilot program, and are supported by a professional infrastructure. (Includes synopsis, contact information, and rating of high school programs in each of five areas: (1) schoolwide academic programs; (2) violence prevention; (3) reading and English language; (4) remedial reading; and (5) drop-out attendance and college attendance).

schools and districts that aim to implement the described monitoring systems. (Contains 132 references.) (TEJ)

ED 446 395 EA 030 701

Public Policy & Charter Schools: Forging Thoughtful Policies To Advance Public Schooling across the United States.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Educational Policy; *Educational Resources; Elementary Secondary Education; Institutional Cooperation; Interschool Communication; *Partnerships in Education; *Public Policy; Public Schools; School Support
IDENTIFIERS- *Project CONNECT

Supported by the U.S. Department of Education, Project Connect aimed to generate communication and cooperation among five charter schools and organizational partners in Florida, Georgia, Louisiana, North Carolina and South Carolina. The project facilitated meetings involving educational associations, businesses, policymakers, charter- school operators, faculty, and parents; performed site visitations; created newsletter and web sites; and convened meetings between public-school and charter-school officials. The project isolated 12 crucial public-policy issues appearing in the early stages of charter-school experimentation: (1) character of entities controlling charter granting; (2) adequate facilities support; (3) defining charter schools' 'fair share' of funds; (4) limiting numbers; (5) resolving differing points of view regarding teacher certification; (6) assessment and accountability protocols; (7) accountability standards applied to alternative schools; (8) the nature of the state's monitoring role; (9) achieving appropriate racial balance; (10) funding of state agency supports; (11) policy considerations commonly arising after legislation requiring amendments; and (12) fostering collaboration instead of competition with other public schools during implementation stages. (TEJ)

ED 446 396 EA 030 702

Ballou, Dale
The New York City Teachers' Union Contract: Shackling Principals' Leadership. Civic Report Number 6.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Collective Bargaining; *Contracts; Educational Change; *Educational Innovation; Elementary Secondary Education; Labor Demands; Labor Relations; Negotiation Agreements; Public Schools; *Teacher Administrator Relationship; *Unions
IDENTIFIERS- New York City Board of Education; United Federation of Teachers

Recent studies suggest unionization constrains administrators, impedes reform, and makes achieving accountability difficult. Interviews with 11 principals and analysis of the collective bargaining agreement between the New York City Board of Education and the United Federation of Teachers indicates rigid

*Guidelines; Posttraumatic Stress Disorder; *Public Schools; Two Year Colleges
IDENTIFIERS- *Disaster Planning; *Emergency Preparedness; Florida

This document provides school districts and community colleges in Florida with guidance on disaster preparedness planning and management for all types of disasters. Procedures include those for insurance coverage, emergency shelters, command centers and disaster team organization, emergency communications, security, preparation prior to disaster, damage assessment, extended use of schools as emergency shelters, emergency construction and restoration, and actions during and after a disaster event. Also included are issues and procedures dealing with Post Traumatic Stress Syndrome. Appendices provide sample forms, Florida Statute 235.26(9) Educational Facilities as Emergency Shelters, and the effects of hurricanes Andrew and Hugo. (Contains a 43-item bibliography.) (GR)

ED 446 418 EF 005 680

State Requirements for Educational Facilities, 1999.
PUB DATE- 99
NOTE- 244p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Facilities; Educational Legislation; Elementary Secondary Education; *Guidelines; Public Schools; *Purchasing; *State Regulation
IDENTIFIERS- *Building Codes; Florida

This updated, two-volume document provides guidance for those involved in the educational facilities procurement process, and includes recent legislative changes affecting the state of Florida's building code. The first volume is organized by the sequence of steps required in the facilities procurement process and presents state requirements for property acquisition/disposal, finance, lease and lease-purchase, historic buildings, program development, professional services, inspection services, and design and inspection standards. The second volume contains Florida's Uniform Building Code. Appendices provide samples of the required forms. (GR)

ED 446 419 EF 005 734

Florida Inventory of School Houses, 2000.
PUB DATE- 00
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Public Schools; School Districts; *State Regulation
IDENTIFIERS- *Florida; Inventory Control; *Report Format

This document presents Florida's educational facility inventory process and guidelines school districts can use for reporting their facilities information. It includes access information to the Office of Educational Facilities Information System program which contains facility information reported by districts for all public schools, and explanations of the inventory update fields for on-line transmissions. Appendices provide examples of plot and floor plans, building types, and corridor loading. Also included are design codes for various school stations for

Classroom Environment; Culturally Relevant Education; Curriculum; Educational Assessment; Educational Sociology; Elementary Secondary Education; English (Second Language); Language Minorities; Language Proficiency; Measures (Individuals); *Politics of Education; *Power Structure; *School Demography; Second Language Instruction; Second Language Learning; *Sociolinguistics; Teacher Student Relationship

One result of the all-time high in population mobility is that in many school systems monolingual and monocultural students are the exception rather than the rule, particularly in urban areas. This shift in demographic realities entails enormous challenges for educators and policymakers. What do teachers need to know in order to teach effectively in linguistically and culturally diverse contexts? How long does it take second language learners to acquire proficiency in the language of school instruction? What are the differences between attaining conversational fluency in everyday contexts and developing proficiency in the language registers required for academic success? What adjustments need to be made in the curriculum and in instruction and assessment to ensure that second language learners understand what is being taught and are assessed in a fair and equitable manner, and how long should schools wait before including them in high-stakes national examinations and assessments? What role should be accorded to students' first language in the curriculum? In addressing these issues, this volume focuses not only on issues of language learning and teaching, but also highlights the ways in which power relations in the wider society affect patterns of teacher-student interaction in the classroom. Effective instruction will inevitably challenge patterns of coercive power relations in both school and society. The book is divided into three parts and ten chapters. Hundreds of references and a highly detailed subject index is included. (Author/KFT)

ED 446 443 FL 026 458

Nippold, Marilyn A.
Later Language Development: The School-Age and Adolescent Years. Second Edition.
PUB DATE- 98
NOTE- 248p.; The first edition of this book was: "Later Language Development: Ages Nine through Nineteen."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Adolescents; Child Development; Cognitive Development; *Developmental Delays; Developmental Stages; Elementary Secondary Education; *Language Acquisition; Narration; Persuasive Discourse; Second Language Instruction; Second Language Learning; Special Needs Students; Syntax
IDENTIFIERS- Academic Language

This book focuses on the more advanced language abilities of upper grade youth and adolescents. It discusses how language develops from childhood to adulthood. The book compiles, integrates, and interprets the extensive research on this population for numerous topics. It is useful to anyone seeking an increased understanding of the relationships among cognitive development, language acquisition, and academic performance. The text is rich with examples of actual research tasks so that the reader quickly understands each study or structured observation. Topics covered include lexical acquisition and

IDENTIFIERS- *England

The Higher Education Funding Council for England (HEFCE) presents its strategic plan for the years 2000 through 2005. Within the scope of the plan, three major areas of focus are promoting quality, encouraging increased participation in higher education, and fostering teaching, learning, and research in light of those activities' connection to England's overall well-being. Partnerships with relevant organizations and institutions are prioritized. To develop effective partnerships, HEFCE recommends promoting communication and collaboration between those with a stake in higher education. Included is a discussion of each strategic aim and an outline of outcomes, commitments, and key performance targets for each strategy. Overall, partnership, funding of quality research and teaching, and fostering diversity are significant goals for HEFCE. Appendix A presents financial and resource information. Appendix B includes a table with information about progress towards key performance targets as reflected in the 1999-2004 strategic plan. Appendix C is a glossary of relevant terms. (HB)

ED 446 465 HE 033 219

Distance Education Council.
PUB DATE- 99
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Correspondence Schools; Correspondence Study; *Distance Education; Foreign Countries; Governance; Higher Education; Independent Study; International Education; *Open Universities; Universities
IDENTIFIERS- *India

Since its inception in India in 1962, distance education has grown in popularity. The Distance Education Council (DEC) directs distance learning within India's higher education system. The DEC's promotion, coordination, and maintenance of standards for distance education are its three major roles. Its initiatives include grants, support for technology, quality assurance measures, development of standards and guidelines for degree programs, and technical assistance for new open universities. Collaboration programs at the national and international level also exist, and focus on such topical areas as MBA degrees, B.Ed. degrees, self-assessment of the open university system, and information and data exchange. Areas for future activity are listed and include the development of an open education network, technical assistance to state government, audio-visual support, research project support, Web-based initiatives, quality assurance measures, database support, and transformation of correspondence study programs into distance education programs. A listing of open universities and institutions offering correspondence programs is provided, as well as a map of India indicating locations of open and distance education institutions. (HB)

ED 446 466 HE 033 220

Policy for Progress: Reaffirming California Higher Education Accessibility, Affordability, and Accountability into the 21st Century. Commission Report.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English

ED 446 487   HE 033 279

Performance Plan: Progress Report, 3rd Quarter Fiscal Year 2000.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Credit (Finance); Educational Finance; *Federal Aid; Financial Aid Applicants; Financial Services; Higher Education; Internet; Paying for College; Strategic Planning; *Student Loan Programs

The U.S. Department of Education Student Financial Assistance (SFA) outlines its three major objectives for fiscal year 2000 in its progress report. The objectives are: 1)customer satisfaction; 2) reduction in the overall cost of delivering student aid; and 3) employee satisfaction. Several new capabilities were added to the Direct Loan servicing Web site. The Direct Loan Consolidation Loan Program's Web site was also upgraded. FAFSA on the Web was recognized as an excellent Web site, and an SFA internship program was established in summer of 1999. The SFA continues to reduce student costs. Debt collections are increasing and the Modernization Blueprint has been updated. The second employee satisfaction survey was completed in May, 2000. Training for all SFA employees has been completed, and SFA offices are on target for their move to Union Center Plaza. Document includes a "Performance Plan Indicator Status at a Glance" chart. (HB)

ED 446 488   HE 033 280

Labeouf, Joanne; Geller, Harold
Managing Traditional and Non-Traditional Resources in Higher Education: Time Series Analyses for Best Bets.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Capital; Colleges; Costs; Educational Administration; *Educational Economics; Educational Planning; Enrollment; Federal Aid; Financial Policy; Higher Education; Income; Private Financial Support; Public Support; *Resources; State Aid; Strategic Planning; Universities
IDENTIFIERS- Financial Planning

Innovative resource management can enable institutions to respond to changes in enrollment while remaining within budgetary parameters. Successful use of these techniques allows institutions a flexible resource management strategy geared towards future needs and changes. Some increased resources may be used to enhance the students' academic and social experience by providing more programs and services at reasonable tuition rates and student fees. Recent trends reflect a shift from use of traditional revenue resources to use of non-traditional resources. This report examines a narrative background of current fiscal practices in higher education, followed by an explanation of various traditional fiscal resources and non-traditional resources and techniques with examples of successes. Data analysis is presented on trends in the use of higher education resources. The authors draw conclusions on ways institutions can respond to needs for resources. (HB)

ED 446 489   HE 033 281

study. Data analysis indicated that the success of the cohort based on traditional measures of persistence, graduation, and transfer to the university was 44.7 percent, but after transfer, the success rate dropped to 35 percent. The incidence of non-linear transfer behavior, such as returning transfer, re-transfer, and co-enrollment was small but diverse. Approximately 23.5 percent of the students transferring to the university co-enrolled with the community college. The majority of co-enrollment occurred during the first semester at the university. (Contains 15 references.) (SM)

ED 446 510 HE 033 322

Howard, Richard D.; Borland, Kenneth W., Jr.
Assessment: A Qualitative Umbrella Shared by Action Research and Institutional Research. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Generalization; Higher Education; *Institutional Research; *Qualitative Research; Research Methodology

This paper presents a conceptual model of assessment that defines six sequential, iterative steps: purpose identification; outcomes identification; measurement and evaluation design; data collection; analysis and evaluation; and decision making/action. The conceptual model of assessment closely parallels systematic scientific inquiry, especially the portion of inquiry that corresponds to qualitative research. Therefore, the paper argues that the conduct of assessment based on this model is qualitative research that often takes the form of both action research and institutional research. The paper reviews quantitative and qualitative research paradigms and defines assessment, action research, and institutional research. The conceptual model explains assessment in higher education at all levels of the academy and in regard to all of the academy's ends. Within the parameters of this conceptual model and the purposes of assessment, three primary foci of assessment (classroom assessment, program review, and institutional impact) are discussed. The paper posits that action research and institutional research are the forms of systemic inquiry that support the institution's internal information management and planning needs and the need to meet accountability mandates from external constituencies. It also discusses generalizability, suggesting that generalization is the responsibility of the reader and not the institutional researcher. (Contains 11 references.) (SM)

ED 446 511 HE 033 323

Eimers, Mardy T.
Assessing the Impact of the Early Alert Program. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000). Earlier version presented at the Mid-America Association for Institutional Research Conference (Overland

II, "U.S. Department of Education Office for Civil Rights," contains a prepared statement on the appropriate use of tests for high-stakes decisions, along with draft documents on test use and non-discrimination. Section III, "The College Board Reports," provides data on the state's Advanced Placement (AP) Challenge and 1999 California SAT scores. The last section contains reprints of relevant news articles. (EV)

ED 446 532   HE 033 367

Annual Student Assessment Report, 1998-99.
PUB DATE- 00
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Admission; College Freshmen; *College Outcomes Assessment; College Students; Community Colleges; Graduate Students; Higher Education; *Institutional Research; Research Administration; *State Colleges; *State Universities; Student Attitudes; *Student Evaluation
IDENTIFIERS- *Oklahoma

This sixth annual report contains information on student assessment programs at each of Oklahoma's 27 state colleges and universities, including community colleges. An introductory section offers background on state policy and requirements concerning student assessment at five levels: college entry, mid-program, program exit, student satisfaction, and graduate study. The annual assessment reports filed by each institution for 1998-99 form the bulk of the report. Each report gives an overview and highlights of the institution's student assessment activities at each level. The state's "Policy Statement on the Assessment of Students for Purposes of Instructional Improvement and State System Accountability" is appended. (MSE/EV)

ED 446 533   HE 033 368

Annual Student Remediation Report.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Accountability; College Freshmen; College Students; High School Students; High Schools; Higher Education; *Remedial Instruction; *Remedial Programs; Student Evaluation
IDENTIFIERS- *Oklahoma

In 1991, the Oklahoma State Regents adopted the Student Assessment Policy, which required each higher education institution to develop and implement a comprehensive assessment program with mandatory student placement. This is the eighth annual student remediation report. Data are for the 1998-99 academic year. Most data were collected from the State Regents' Unitized Data System. Institutions provided information about secondary assessment for placement in college-level courses. The State Regents implemented multiple initiatives to enhance student preparation for college. Improved high school preparation positively affected students' college remediation. Two-year colleges are the primary source of remediation in the State System. Remedial education in higher education serves a large percentage of students without draining state

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Admission; Higher Education; Medical Education; *Medical Schools; *Medical Students; *Student Attitudes; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Medical College Admission Test

This publication is designed to help admissions committees, other medical school officers, and health professions advisors interpret students' Medical College Admission Test (MCAT) performance. The data can also help in comparing individual students with their peers in terms of attitudes, preferences, and beliefs about medical school and medical practice. Data in part 1, "Performance Characteristics of 1998 MCAT Examinees," come from MCAT registration records and are reported in terms of examinations administered. The data include percentile tables, performance by undergraduate major, and performance by state of legal residence. Data in part 2, "1998 MCAT Examinee Characteristics and Perceptions of Medicine," come from the Premedical Student Questionnaire (PMQ), a survey completed as part of the MCAT registration process. The PMQ includes questions about background, educational experiences, career plans, and perceptions of medicine. Part 2 includes data on students' demographic characteristics, academic characteristics, and perceptions of medicine and career plans. Appended are: an undergraduate major classification; text of the PMQ item, "most important influence on decision to study medicine"; text of the PMQ item, "reasons for choosing a career in medicine"; and text of the PMQ item, "perceptions of medicine." (SM)

ED 446 553 HE 033 389

Merisotis, Jamie P.; Gilleland, Diane S.
Funding South African Higher Education: Steering Mechanisms To Meet National Goals.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 48p.; Produced with the assistance of the Centre for Higher Education Transformation, Pilot Project Consortium on Higher Education, and Department of Education Finance Reference Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; *Educational Policy; *Financial Support; Foreign Countries; *Higher Education
IDENTIFIERS- *Funding Formulas; *South Africa

This report offers an array of steering mechanisms to help advance South Africa's higher education goals (equity and redress, efficiency, development, and accountability). Building on the experiences of other nations, the paper proposes both base formulas and non-base funding mechanisms that, combined, suggest that such policy-driven steering devices are not only possible, but also desirable in these times of rapid change and increasing instability for higher education. The paper uses three examples (the use of 3-year rolling averages, the realignment of government contribution factors, and the use of a performance-based mini-formula) to demonstrate how these proposals might impact the distribution of base funds. It also illustrates how a new non-base funding stream of performance-oriented mechanism could be developed. The paper focuses on: the higher education funding context in South Africa; a description of steering mechanisms; the overarching purposes of

The study aggregates institutional and foundation fundraising budgets, fundraising results, and related information. It defines amounts raised and reported in accord with industry standards as fundraising productivity, expressing the ratio between fundraising costs and funds raised as the fundraising cost index. The study addresses how much it costs to raise money; how much more it costs to raise more money; and how college and university foundations can increase budgets to support increased fundraising. Chapters include: "Introduction"; "Mapping the Territory"; "How Much (More) Does it Cost to Raise (More) Money?" (startup, emerging, and mature fundraising programs); "Mature Fundraising Operations"; "Implications for Increasing Fundraising Budgets"; "Summary Thoughts on Fundraising Budget Development"; "Pros and Cons of Key Revenue Sources" (institutional support, unrestricted gifts endowment management fees, income on daily cash balances, and administrative fee on gifts); "Finding the Right Mix"; "The Fundraising Cost Index"; and "Fundraising Costs as Investments." Appended are survey data and responding institutions. (SM)

ED 446 573   HE 033 413

King, Jacqueline E.
Gender Equity in Higher Education: Are Male Students at a Disadvantage?
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; College Preparation; College Students; Degrees (Academic); Educational Attainment; Enrollment; *Equal Education; *Gender Issues; Graduation; *Higher Education; Low Income Groups; *Males; Minority Groups; *Sex Bias; Sex Differences

This paper examines and refutes the hypothesis that white, male, middle class college students are falling behind their female peers in higher education. After an introduction, the paper focuses on gender gaps in the educational pipeline, discussing several indicators that could be used to measure educational attainment. These include high school graduation, preparation for college, immediate transition to college, college enrollment, persistence and degree attainment, and degrees conferred. The paper focuses on where males are underperforming, which groups of males are keeping pace with their female peers, and which groups of males are falling behind. It concludes that while women do earn the majority of degrees awarded each year, the gender gap is dwarfed by the educational chasms related to race/ethnicity and social class. Low income and minority men have a particularly difficult time excelling academically, but their female counterparts continue to lag behind whites as well. The message for educators, political leaders, and the media is to concentrate time, resources, and attention on the students who are in greatest danger of being left behind in the educational pipeline and avoid becoming distracted by crises that may have little basis in fact. (Contains 9 figures and 7 references.) (SM)

ED 446 574   HE 033 414

Kang, Bai; Miller, Michael T.
Faculty Development: Research Findings, the Literature Base, and

occurred and are occurring in U.S. medical education. An appendix contains a glossary. (SLD)

ED 446 595   HE 033 435

Anderson, M. Brownell, Ed.
Research in Medical Education: Proceedings of the Annual Conference (39th, Chicago, Illinois, October 30-November 1, 2000).
PUB DATE- 00
NOTE- 155p.; Conference sponsored by the Association of American Medical Colleges in conjunction with its Annual Meeting (111th, Chicago, IL, October 27-November 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Entrance Examinations; Higher Education; Licensing Examinations (Professions); *Medical Education; Medical Schools; Medical Students; *Program Evaluation; *Research; Trend Analysis

This collection contains research papers selected for presentation at a conference. Papers include the following: (1) "Morning Report: Focus and Methods over the Past Three Decades" (Z. Amin, J. Guajardo, W. Wisniewski, G. Bordage, A. Tekian, and L. G. Niederman); (2) "Context, Conflict, and Resolution: A New Conceptual Framework for Evaluating Professionalism" (S. Ginsburg, G. Regehr, R. Hatala, N. McNaughton, A. Frohna, B. Hodges, L. Lingard, and D. Stern); (3) "Tracking Knowledge Growth across an Integrated Nutrition Curriculum" (C. Hodgson); (4) "Following Medical School Graduates into Practice: Residency Directors' Assessments after the First Year of Residency" (G. L. Alexander, W. K. David, A. C. Yan, and J. C. Fantone, III); (5) "The Impact of an Alternative Approach to Computing Station Cut Scores in an OSCE" (J. H. McIlroy); (6) "An Investigation of the Impacts of Different Generalizability Study Designs on Estimates of Variance Components and Generalizability Coefficients" (L. A. Keller, K. M. Mazor, H. Swaminathan, and M. P. Pugnaire); (7) "A Validity Study of the Writing Sample Section of the Medical College Admission Test" (M. Hojat, J. B. Erdmann, J. J. Veloski, T. J. Nasca, C. A. Callahan, E. Julian, and J. Peck); (8) "Prediction of Students' Performances on Licensing Examinations Using Age, Race, Sex, Undergraduate GPAs, and MCAT Scores" (J. J. Veloski, C. A. Callahan, G. Xu, M. Hojat, and D. B. Nash); (9) "Does Institutional Selectivity Aid in the Prediction of Medical School Performance? (A. V. Blue, G. E. Gilbert, C. L. Elam, and W. T. Basco, Jr.); (10) "The Presence of Hospitalists in Medical Education" (J. A. Shea, J. S. Wasfi, K. J. Kovath, D. A. Asch, and L. M. Bellini); (11) "Dual Degree MD-MBA Students: A Look at the Future of Medical Leadership" (W. W. Sherrill); (12) "A Preliminary Analysis of Different Approaches to Preparing for the USMLE Step 1" (R. A. Thadani, D. B. Swanson, and R. M. Galbraith); (13) "Effectiveness of Telehealth for Teaching Specialized Hand-assessment Techniques to Physical Therapists" (W. Barden, H. M. Clarke, N. L. Young, N. McKee, and G. Regehr); (14) "A Controlled Trial of an Interactive, Web-based Virtual Reality Program for Teaching Physical Diagnosis Skills to Medical Students" (J. A. Grundman, R. S. Wigton, and D. Nickol); (15) "Evaluation of a CME Problem-based Learning Internet Discussion" (J. M. Sargeant, R. A. Purdy, M. J. Allen, S. Nadkarni, L. Watton, and P. O'Brien); (16) "Correlates of Physicians' Endorsement of the Legalization of Physician-

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; Educational Finance; Eligibility; Federal Aid; *Federal Programs; Financial Aid Applicants; Financial Support; Higher Education; *Paying for College; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Federal Direct Student Loan Program

The U.S. Department of Education makes William D. Ford Federal Direct Loans directly to students through the schools they attend. This guide for borrowers addresses: (1) facts about repaying direct loans; (2) consequences of default; (3) managing direct loan records; (4) information review; (5) important things to find out from the school; (6) budgeting money; and (7) common loan terms. It includes information on contacting the direct loan staff, a borrower information form, and a rights and responsibilities summary checklist. (EV)

ED 446 615 HE 033 457

Nelson, C. Van; Nelson, Jacquelyn S.; Malone, Bobby G.
Admission Models for At-Risk Graduate Students in Different Academic Disciplines.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Admission Criteria; *Graduate Students; Graduate Study; *High Risk Students; Higher Education; Masters Degrees; Models; *Predictor Variables

In this study, models were constructed for eight academic areas, including applied sciences, communication sciences, education, physical sciences, life sciences, humanities and arts, psychology, and social sciences, to predict whether or not an at-risk graduate student would be successful in obtaining a master's degree. Records were available for 916 graduate students who were considered at risk because they did not meet the minimum admission requirements but were given the opportunity to begin coursework. Success was measured in two ways: (1) whether or not the student completed the degree; and (2) categorization of the graduate grade point average obtained after 9 hours of graduate coursework as either 3.5 or above or below 3.5. The predictor variables included Graduate Record Examination (GRE) scores, undergraduate grade point average, Carnegie classification of the student's undergraduate institution, and personal variables. GRE scores were combined with undergraduate grade point averages as compensatory and conjunctive to determine the best predictor for each area. The accuracy of prediction using the logistic regression models ranged from 63 percent to 84 percent. (Author/EV)

ED 446 616 HE 033 458

Nelson, Jacquelyn S.; Nelson, C. Van; Malone, Bobby G.
A Longitudinal Investigation of the Success Rate of At-Risk Graduate Students: A Follow-Up Study.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Followup Studies; *Graduate

New Blueprint for Organized Labor in Higher Education" (Arthur B. Shostak); (12) "Academic Collective Bargaining: The University of Wisconsin--Teaching Assistants Association Case Description" (Neil S. Bucklew); (13) "The Current Status of Graduate Student Unions: An Employer's Perspective" (Daniel J. Julius); (14) "Arbitration of Faculty Statutory Employment Claims: Lessons from the Corporate Sector" (Barbara A. Lee); (15) "The Arbitration of Faculty Disputes ADA, ADEA, and FMLA" (Robert T. Simmelkjaer); (16) "Pension and Benefit Issues Update Presentation" (Keith Rauschenbach); (17) "Legal Update: 1999--An Administrative Perspective" (Nicholas DiGiovanni, Jr.); and (18) "Eleventh Amendment Immunity and Academic Freedom" (Michael D. Simpson). (EV)

ED 446 639 HE 033 490

Finkelstein, Martin J., Ed.; Frances, Carol, Ed.; Jewett, Frank I., Ed.; Scholz, Bernhard W., Ed.
Dollars, Distance, and Online Education: The New Economics of College Teaching and Learning. Series on Higher Education.
PUB DATE- 00
NOTE- 359p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Administration; College Planning; *Costs; *Distance Education; Educational Finance; Expenditures; Financial Support; Higher Education; *Information Technology; Technological Advancement; Trend Analysis

This book analyzes and assesses the costs of information technology for teaching and learning in higher education. Containing 15 essays that identify the positive and negative cost implications of information technology, the book also explores how the increased use of information technology is transforming higher education, the different ways it can be used to teach different kinds of students, and the impact this increased spending has on college budgets. The essays were written by contributors drawn from various fields and from private business as well as academia. Part 1 of the book provides a general overview of the subject, defining terms and explaining what constitutes information technology in higher education. Part 2 explores the costs of offering college courses through technology and how to manage, measure, and understand the costs. Part 3 discusses planning assumptions and strategic management for information technology as well as the future of instructional technology. (EV)

ED 446 640 HE 033 491

Greenfeld, Barbara C.; Weinstein, Robert A.
The Kids' College Almanac: A First Look at College. Second Edition.
PUB DATE- 01
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Admission; *College Bound Students; College Choice; *College Preparation; *Early Adolescents; Higher Education; Paying for College; Postsecondary Education;

academic, and financial issues are considered, together with the role of responsibilities of leadership. The first step to renewing a general education program should be to set up a task force that develops a time line for program review and revision, and a summary of contemporary trends in general education. The task force should then develop a list of learning objectives for the program, involving members of the campus community who are not on the task force. The identified learning objectives should then be evaluated as to whether they are currently being met by the present program. If they are, the work of the task force is finished. If they aren't being met, then a new or revised education program must be developed. Once a new program is designed, a time line for implementation should be constructed and assessment modes keyed to successive implementation stages should be built. The program should then be presented to the faculty for approval. Once approved, the curriculum can be developed, courses can be developed, the program can be implemented, and faculty development activities can be created. The new program should continue to be evaluated, as well as the evaluation process itself. (Contains 10 references.) (EMS)

ED 446 659 HE 033 511

Responding to Hate Crimes and Bias-Motivated Incidents on College/University Campuses.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; *Crime Prevention; Higher Education; *Law Enforcement; News Reporting; *School Community Relationship; *School Security; *Social Bias
IDENTIFIERS- *Community Relations Service; Criminal Investigations; *Hate Crime; Incident Reporting; School Crime; Victim Assistance

The Community Relations Service (CRS), an arm of the U.S. Department of Justice, brought together representatives from college campus law enforcement, college administrators, students, academicians, and civil rights organizations to discuss how different campuses are handling hate crimes in areas including crime investigation, victim assistance, media relations, and community healing. This guide, a product of those discussions, highlights case studies and some of the best practices regarding these hateful acts. A hate crime is generally defined as a crime which is motivated by the offender's bias toward the victim's race, color, religion, national origin, sexual orientation, gender, or disability. Universities should have a hate crime policy and procedural administration and law enforcement protocol in place, and they should cooperate with the CRS to provide mediation and reconciliation services. Reporting procedures should be established to make reporting as easy as possible, including the possibility of accepting confidential reports. Support should be made available to all victims of an incident whether they were directly or indirectly involved. A media policy should also be in place to allow the university to provide accurate and timely information about the episode to the community. Finally, campuses should remember that they are part of the broader community in which they are located. They should

PUB DATE- 00
NOTE- 41p.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Eligibility; Federal Aid; *Federal Programs; Financial Aid Applicants; Higher Education; *Paying for College; *Spanish Speaking; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- Direct Lending; Family Education Loan Program; Parent Loans for Undergraduate Students Program; Pell Grant Program; Perkins Loan Program; Stafford Student Loan Program; Supplemental Educational Opportunity Grants

This guide, written in Spanish, describes federal student aid programs for postsecondary education and how to apply for them. It begins by outlining sources for learning about student aid, such as school financial aid administrators, state higher education agencies, foundations, organizations related to particular fields of interest and toll-free phone numbers for additional information. The guide also presents general information about federal student aid, standards for student eligibility, dependency status, the application process, special circumstances, and deadlines. It then provides detailed descriptions of the Federal Pell Grant Program, Federal Stafford Loans, Parent Loans for Undergraduate Students (PLUS), Federal Work Study, Federal Perkins Loans, Federal Family Education Loan (FFEL) direct and consolidation loans, and Federal Supplemental Educational Opportunity Grants. The guide concludes with a discussion of borrower responsibilities and rights, procedures for loan deferment, discharge/cancellation, a glossary of important terms, and phone numbers of state agencies. (SWM)

ED 446 679   HE 033 531

Bovbjerg, Barbara D.
College Tuition and Fees: Changes in the 1995-96 to 1999-2000 Period Compared with Median Household Income.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Equity (Finance); Family Income; *Higher Education; *Private Colleges; *Public Colleges; *Tuition; *Two Year Colleges
IDENTIFIERS- *Affordability; Consumer Price Index

This letter to The Honorable William F. Goodling, Chairman, Committee on Education and the Workforce, House of Representatives follows up on a previous report by the U.S. General Accounting Office to determine changes in college affordability at public and private 4-year colleges and public 2-year colleges in the last 5 years. The analysis focused on comparing changes in college tuition and fees, median household income, and the Consumer Price Index (CPI) for academic years 1995-96 through 1999-2000. In conducting this work, tuition and fee data on public and private 4-year colleges and on public 2-year colleges were obtained from the College Board. Median household income data from the Census Bureau and CPI data prepared by the Bureau of Labor Statistics were used to compare how to extend the use and relevance of such programs. By creating meaningful evaluation, providing follow-up support and resources for faculty, and considering their own roles in the process, faculty developers help ensure successful programs. Chapter 7 examines faculty development from the perspective ensuring its effectiveness, discussing issues and challenges. Appended are a faculty development checklist and a faculty developer's self-assessment tool. (Contains 119 references.) (SM)

ED 446 700 HE 033 555

Johnson-Bailey, Juanita
Sistahs in College: Making a Way out of No Way. Original Edition.
PUB DATE- 01
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Black Students; College Students; Females; Higher Education; *Nontraditional Students; Racial Factors; *Womens Education
IDENTIFIERS- *African Americans

This book focuses on African American nontraditional college students, recognizing that reentry college women are not a monolithic group and that African American reentry women have unique concerns as well as concerns that are universally shared by all nontraditional women students. The book depicts college through the eyes of a segment of this group, those women existing on the margins of the ivy. It chronicles the experiences of eight African American women, using their own words to relate their painful, joyous, and often humorous experiences. The women come from varied backgrounds, age ranges, and experiences. All of the women reside in the South, and most of their education occurred in the southeastern United States. The book shares the women's recommendations and insights regarding the process of schooling. It provides not only an analysis of women's issues in higher education, but also a picture of race concerns that still loom in present-day academia. An annotated bibliography is included. (Contains 57 references.) (SM)

ED 446 701 HE 033 556

Wynn, Evelyn Shepherd; Cadet, Lorraine Page; Pendleton, Ernesta Parker
A Model for Teaching Writing: Socially Designed and Consensus Oriented.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Students; Cultural Awareness; *Culturally Relevant Education; *Diversity (Student); Higher Education; *Peer Teaching; Self Disclosure (Individuals); Teaching Methods; Thinking Skills; Tutoring; Workshops; *Writing Instruction; Writing Skills
IDENTIFIERS- *Collaborative Writing; Knowledge Development

This paper describes the design and orientation of a education; (5) difficulties in cutting costs and raising revenues; (6) difficulties with reforming academic administration; (7) difficulties with curtailing traditional faculty governance and reward structures; (8) real issues confronting higher education; (9) practical possibilities and successful innovations; and (10) recapturing the American dream. (Contains 38 references.) (DB)

ED 446 722 HE 033 578

van Dusen, Gerald C.
Digital Dilemma: Issues of Access, Cost, and Quality in Media-Enhanced and Distance Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For the full report, see HE 033 136. Prepared in cooperation with Jossey-Bass Publishers.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Information; Costs; *Distance Education; *Educational Technology; Higher Education; *Information Technology
IDENTIFIERS- ERIC Digests

Public discourse on the pedagogical uses of information technology runs the gamut from utopian to apocalyptic. Two ideologies in particular have received much attention. The first, restructuralism, calls for radically restructuring postsecondary institutions from the ground up to respond effectively to social, demographic, and economic changes in society. The second, incrementalism, seeks evolutionary change as it preserves cherished principles of academic freedom, tenure, and faculty oversight. Although methods designed to achieve these ends will vary according to several factors, a foundation of common understanding based on research findings should center the debate and provide the basis for an acceptable resolution. The author addresses three questions: (1) What barriers to higher education must be removed to make its digitalized resources more universally acceptable? (2) What issues of cost and affordability must be addressed to ensure universal access? and (3) How will American higher education's reputation for quality and effectiveness be assured and maintained in the new technologically mediated environments? He then offers seven conclusions based upon research findings and ends with seven recommendations addressing the issues of access, cost, and quality. (Contains 13 references.) (PW)

ED 446 723 HE 033 579

Aguirre, Adalberto, Jr.
Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For the full report, see HE 033 595. Prepared in cooperation with Jossey-Bass Publishers.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

"Education and Training for Prisoners and Ex-Offenders"; "The Employment of Ex-Offenders"; and "Developing Empowering Practices." The document closes with selected quotations from panel members and a closing address by Paul O'Mahony. (KC)

ED 446 220 CE 080 809

Kilpatrick, Sue
How Does Education and Training Impact on Management Practices? CRLRA Discussion Paper Series.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 23p.; For related documents in the CRLRA Discussion Paper Series, see CE 080 810-818.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Continuing Education; Developed Nations; Education Work Relationship; *Educational Background; *Farm Management; Foreign Countries; Information Utilization; *Organizational Change; *Outcomes of Education; Regional Characteristics; Transfer of Training
IDENTIFIERS- *Australia; *Australia (Tasmania)

A study examined the impact of agricultural education and training on farm business practice and the influence of training on changes to farming practice in Australia. Data were from an additional set of questions on the Australian Bureau of Statistics' 1993-94 Agricultural Financial Survey and an interview survey of 65 Tasmanian farmers. Findings indicated that farm businesses that had no one in the management team with education to year 10 level were least likely to make a change to their practice; 68 percent of farm businesses that participated in training in the past year and 39 percent of non-training farm businesses had made a change to practice in the past 3 years; farm businesses with a low level of education were over-represented in the group that identified no training events as worth attending; 31 percent of farm businesses in the lowest education category and less than 10 percent of farm businesses with higher education attended no training events and planned no training in the next 3 years; farm businesses that trained and made changes to practice had a higher average gross operating surplus; prompts for change were (in descending order of importance) other farmers, training events, family, and staff; and almost two-thirds of Tasmanian participants in three survey classes made at least one change to practice as a result of attending a course. (Contains 41 references.) (YLB)

ED 446 221 CE 080 810

Falk, Ian
Numeracy: Language Construction of Whose Mathematics? CRLRA Discussion Paper Series.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 19p.; For related documents in the CRLRA Discussion Paper Series, see CE 080 809-818.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Classroom Techniques; Communication Research; Communication (Thought Transfer); Content Analysis; Developed Nations; Discourse Analysis; Foreign Countries; *Literacy Education; Males; *Mathematics Achievement; *Numeracy; Regional Characteristics; Skill

find employment or improve their job skills. The 35 programs that provided data on how funds were used indicated that $11.7 billion funded work force development activities and that 6 of these programs accounted for nearly two-thirds of the $11.7 billion. Thirty-three of the 40 employment and training programs served primarily a single target group, and most of them offered participants a wide range of employment and training services. Programs overlap when multiple agencies administer programs that are designed to achieve similar outcomes, creating the potential for administrative inefficiencies and duplication of, or gaps in, service delivery. The study recommended more coordination and cooperation among programs to eliminate duplication of efforts. (The report includes information on each of the programs and comments about the report from the departments of Education, Health and Human Services, Housing and Urban Development, Interior, Labor, and Veterans Affairs.) (KC)

ED 446 237   CE 080 831

Wonacott, Michael E.
Standards: An Embarrassment of Riches. In Brief: Fast Facts for Policy and Practice No. 4.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavioral Objectives; Career Education; Competence; Competency Based Education; Education Work Relationship; Employment Potential; Employment Qualifications; *Job Analysis; Job Performance; Job Skills; Minimum Competencies; Occupational Clusters; Postsecondary Education; Program Development; *Program Implementation; Secondary Education; *Standards; Technical Education; Test Selection; *Test Validity; *Vocational Education

Again today, as 40 years ago, the idea of setting standards for career and technical education (CTE) has come to the fore. CTE practitioners have learned some lessons about implementing standards, among them that there is no "standard" standard; instead, there can be a confusing variety of standards. An analysis of standards reveals that there are content standards that state what learners should know and be able to do, whereas performance standards describe how well learners should know or be able to do something. Standards can cover these three general types of knowledge and skills: (1) technical standards that cover the knowledge and skills workers need in different jobs; (2) academic standards that cover traditional school subjects; and (3) employability standards that cover thinking, problem-solving, communication, interpersonal, and technology skills and personal qualities, such as responsibility and integrity. Technical standards can be divided in these three ways: industry core standards, occupational family standards, and occupationally specific standards. Practitioners must validate the set of standards to ensure that they are relevant to the local situation. The validation process should include all key stakeholders, use appropriate methods of review, and pilot test and refine standards. Once validated, standards can be incorporated in the CTE curriculum. In addition, academic and CTE standards should be "crosswalked" in order to show how academic skills are used in occupations. Financial and policy support are needed to implement standards. (Contains 14 institutions planning or implementing a competency-based initiative. Data issues are the following: (1) the level at which competencies are defined; (2) linking issues; (3) comprehensiveness issues; (4) measurement issues; (5) data maintenance and reporting issues; and (6) portability issues. These are process issues: (1) development processes; (2) involvement processes; (3) training; (4) implementation; and (5) costs. The case study protocol is appended. (YLB)

ED 446 252 CE 080 852

Imel, Susan
Change: Connections to Adult Learning and Education. ERIC Digest No. 221.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; *Adult Educators; *Adult Learning; *Change; *Change Agents; Political Influences; Teacher Responsibility; Teacher Role; Transformative Learning
IDENTIFIERS- Brookfield (Stephen); ERIC Digests; Reflective Thinking

A relevant question for educators is how adult learning and education can cultivate change with individuals and groups. M.D. Hohn (1998) identifies four types of change: change by exception, incremental change, pendulum change, and paradigm change. A change agent tries to bring about a change deliberately. The change process is transformative, is political, involves learning, and takes place over a period of time. Adult educators frequently act as change agents. Literature describing the change process and the learning that occurs as part of it uses terms or describes processes associated with adult learning, particularly transformative learning. Reflection is another term associated with both adult learning and change. The political aspects of change, including power, are also topics in adult learning. Because a change agent deliberately tries to bring about change, some adult educators may feel conflict in helping adults become aware of how society is structured and how their own experiences have been shaped by such factors as gender, race, and class. As Stephen Brookfield (1995) believes, the teacher of adults has the responsibility to help learners become critically reflective and think of themselves as individuals capable of taking action and changing the world. The adult educator who assumes the role of change agent should pay attention to the context; be prepared to be proactive; attend to learning; and build in action. (Contains 18 references.) (YLB)

ED 446 253 CE 080 854

Bartik, Timothy J.; Hollenbeck, Kevin
The Role of Public Policy in Skills Development of Black Workers in the 21st Century. Staff Working Papers.
PUB DATE- 00
NOTE- 48p.; Earlier version presented at "Skills Development for Black Workers in the 21st Century" a conference organized by the Joint Center for Political and Economic Studies (Washington, DC, November 3, 1999).

Development; Program Effectiveness; Self Employment; *Small Businesses; *Technical Education
IDENTIFIERS- University of New Mexico

In 1983, an entrepreneurial engineering class was developed at the University of New Mexico. The course meets for 3 hours 1 evening per week for 15 or 16 sessions. Lectures, reading assignments, group work, interactive class discussions, and presentations by practitioners are used to help learners students develop the research and practice skills needed to produce start-up business plans. The course has evolved based on student and instructor evaluations. The businesses proposed by course participants have targeted industrial, commercial, consumer, and government markets and have been based on the development and sale of products such as the following: hardware, software, systems, chemicals, biomedical products, biologicals, consulting services, and instrumentation. Class members have included engineering students (juniors and seniors), faculty, professional engineers and scientists, and retirees. Many class members have been professionals whose advanced degrees did not prepare them for entrepreneurship. Some course completers have started their own businesses or used the techniques taught in the course within larger businesses. Some businesses planned in the class have incorporated and had sales. One course participant started a company that now has offices in other countries. (An abbreviated copy of a syllabus recently used for the class is appended.) (MN)

ED 446 271   CE 080 889

Brown, Brian
Lifelong Learning on the Web.
PUB DATE- 00
NOTE- 20p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adult Education; *Adult Learning; Change Strategies; *Computer Uses in Education; Copyrights; Delivery Systems; Educational Benefits; Educational Change; Educational Environment; Educational Needs; Educational Trends; Foreign Countries; Guidelines; *Internet; *Lifelong Learning; Needs Assessment; Obsolescence; Position Papers; Trend Analysis; *World Wide Web
IDENTIFIERS- Information Society; *New Zealand

As a medium for delivering lifelong learning, the Internet makes it possible to customize education to individual needs, deliver education anywhere and anytime, and enable learners to interact with other learners and teachers collaboratively to solve problems and learn new skills. Nevertheless, as a medium for delivering lifelong learning, the Internet is still fraught with the following problems: (1) learning not tailored to meet individual learners' needs in a culturally specific manner may be ineffective; (2) because English is the predominant language of the Internet, many learners who are not native English speakers cannot make full use of the Internet; and (3) learning materials may need to be redesigned for the online environment. A group of New Zealand educators who have offered education via the Internet since 1995 and who now have major mirror sites in

Communication Research; *Communication (Thought Transfer); *Cultural Context; Cultural Influences; *Culture; Models; *Social Status

This paper focuses on the filtration process of culture during communication in education with reference to visual elements. An introduction provides a review of some communication models--graphic representations of theories that attempt to predict and explain the process of communication. These simple models are discussed: Aristotle's model of linear communication; Laswell's model; Shannon and Weaver's model introducing the concept of "noise;" Schramm's structural model; Goss's structural model; and Berlo's Source, Message, Channel, Receiver (SMCR) model. These more complex models are then described: Pettersson's structural model; Rogers's convergence model; and Galtung and Ruge's linear gatekeeping model. This review shows that communication, as depicted in structural models, consists of several components that relate to each other and that several elements in the communication process can affect the eventual outcome of the communication process. The next section provides a perspective on the integration of culture and communication and focuses on factors with a potential negative or positive effect on the outcomes of picture-text learning material, such as the receiver's cultural and social status. The paper shows that culture and communication are inseparably linked and that culture is a lens or filter through which people receive, interpret, and transmit messages. (Contains 15 references.) (YLB)

ED 446 288 CE 080 911

Nadirova, Goulnar

Informational and Cultural Situation in Developing Countries.

PUB DATE- 00

NOTE- 10p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Information; Adult Education; Communications; *Cultural Differences; Cultural Influences; *Cultural Maintenance; Developing Nations; Folk Culture; Foreign Countries; *Information Sources; *Information Technology; Information Transfer; Policy Formation; *Technological Advancement; *Traditionalism

IDENTIFIERS- *Kazakhstan

Cultural development of modern countries in the East, including the Republic of Kazakhstan, is a complicated and contradictory process, where common cultural ways were shaped differently and specifically in the countries. Common historical fate has influenced this development and given these countries some common problems, but there is some progress and new ideas are replacing the post-colonial way of thinking. One of the most important and distinct features of the modern world is the infinitely expanding ability of information suppliers. Information serves for communication, learning, a means of controlling society, and a weapon allowing some cultures to dominate others. The info-cultural space is an area whose borders do not match geographical, political, or economic borders of the modern world. The West has the necessary technical resources to easily penetrate info-cultural borders the nature of mentoring outcomes. It uses three measures of mentoring success: psycho-social support received, career support received, and personal evaluation. Two conclusions can be drawn from the study: (1) analysis of structural and personal variables allowed for more comprehensive description of mentoring relationships, as situated in a formalized context; and (2) although the sample population was drawn from a single mentoring program, the program was structured such that variations were present along variables of interest, allowing comparative analysis to be conducted successfully. Several recommendations for mentoring program design are included. Appendix A is "Correlation Matrix" and Appendix B is "Mentoring Experiences Questionnaire." (Contains 1 figure; 7 tables; and 18 references.) (JDM)

ED 446 308   CG 030 419

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
Monitoring the Future National Survey Results on Drug Use, 1975-1999. Volume I: Secondary School Students.
SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.
PUB DATE- 00
NOTE- 662p.; For volume II, see CG 030 420.
LANGUAGE- English
EDRS Price- MF03/PC27 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Demography; Drug Abuse; Drug Education; Grade 10; Grade 12; Grade 8; *Illegal Drug Use; National Surveys; Resilience (Personality); Secondary Education; Secondary School Students; *Student Attitudes
IDENTIFIERS- *Monitoring the Future

Over the past quarter of a century, the Monitoring the Future study has tracked young American's use of psychoactive substances, both illicit and licit. In this volume, findings are presented on the prevalence and trends of drug use and related factors for secondary school students (eight, tenth, and twelfth graders). Distinctions are made among demographic subgroups of these populations based on gender; college plans; region of the country; population density; parents' education; and race/ethnicity. This study demonstrates that key attitudes and beliefs about use of the various drugs are important determinants of trends in use over time. Attitudes are tracked as well as students' perceptions of certain relevant aspects of their social environment, including perceived availability of substances, peer norms, use by friends, and exposure to use. Chapter One provides an introduction. Chapter Two gives an overview of key findings. Chapter Three presents study design and the procedures. Chapter Four discusses the prevalence of drug use among the different grades. Chapter Five explains trends in drug use. Chapter Six looks at the incidence of drug use in the lower grades. Chapter Seven discusses the degree and duration of drug-induced highs. Chapter Eight details attitudes and beliefs about drug use. Chapter Nine includes the influence of the social milieu. Chapter Ten explains other findings from the study. (Contains 5 appendixes, 152 tables, 105 figures, and references.) (JDM)

ED 446 309   CG 030 420

Johnston, Lloyd D.; O'Malley, Patrick M.; Bachman, Jerald G.
Monitoring the Future National Survey Results on Drug Use, 1975-1999. Volume II: College Students and Adults Ages 19-40.

Education" (Phipps and Merisotis, 1999) and "The Virtual University" (Gladieux and Swail, 1999). Selected findings and recommendations from these studies are examined in terms of possible implications for electronically enhanced career development distance education courses. (MKA)

ED 446 329   CG 030 468

Bobby, Carol L.; Capone, Lucien, III
Understanding the Implications of Distance Learning for Accreditation and Licensure of Counselor Preparation Programs. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accreditation (Institutions); College Outcomes Assessment; *Counselor Certification; *Counselor Training; *Distance Education; Higher Education; Standards; State Regulation

Accreditation and licensure standards must shift radically to accommodate the use of new distance learning technologies. Furthermore, the movement from teacher-centered to learner-centered environments results in the need for the accreditation and licensure paradigms to be reevaluated in order to remain relevant; carry out their original functions of accountability, quality assurance, and consumer protections; and not impede the development of distance learning programs. This digest discusses the need for outcomes assessment in order to revise existing standards so that they will be effective within the new learning paradigm. Licensure and state regulation of distance learning are examined. The following recommendations are provided: rewrite standards to make them outcomes versus inputs oriented; educate the public about accreditation of distance learning; and encourage cooperation between and among accrediting agencies and licensing authorities. (MKA)

ED 446 330   CG 030 469

Gary, Juneau M.; Remolino, Linda
Online Support Groups: Nuts and Bolts, Benefits, Limitations and Future Directions. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Counseling; *Internet; *Social Support Groups; Technology

Online support groups provide an alternative vehicle of support for people in distress by linking people who have similar problems. They have the potential to improve the access and delivery of support to a wide range of people, including some who would not seek face-to-face support at all. Online support groups reduce the sense of isolation caused by geographic or practices, no single factor explained why some districts experienced declining fund balances or had to cut spending. Two appendices list the districts surveyed and those districts in statutory operating debt. (RJM)

ED 446 351 EA 030 620

Mitchell, Anne W.; Seppanen, Patricia S.
Leadership for Change in the Primary Grades To Improve Student Achievement: A Report on the Success for All Children Principals' Academy.
PUB DATE- 00
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; *Educational Improvement; *Instructional Leadership; Primary Education; *Principals; Program Descriptions; Program Effectiveness; Program Evaluation; School Administration
IDENTIFIERS- Success for All Program

The Principals' Academy, associated with the Success for All Children Initiative, grew out of the work and interest of participating superintendents. The initiative was designed to help members of the Forum for the American School Superintendent enhance their advocacy for children by addressing communitywide changes needed to ensure children's success, linking schools with community-based prekindergarten education and health and human services, and encouraging developmentally appropriate early care and education. It focuses on the early years, from birth through age nine, and principals are the primary target audience. The project described here was designed to assist seven districts that comprise the Success for All Children Initiative of the Superintendents' Forum. The project created a Principals' Academy to provide a cross-district learning community for potential early-childhood leaders and to assist participant districts in developing districtwide plans for implementation of responsive teaching. Results indicate that the academy was effective in five of the districts. Two districts achieved a high level of engagement at the individual, school, and district levels, whereas three districts were moderately successful in their implementation of the program at these three levels. Six appendices provide biographies of faculty and consultants, evaluation forms, and other information. (RJM)

ED 446 352 EA 030 621

O'Toole, Mary Ellen
The School Shooter: A Threat Assessment Perspective.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Early Intervention; Elementary Secondary Education; *Prevention; *Profiles; Risk Management; School Security; *Student Behavior; *Violence
IDENTIFIERS- *School Shootings

This paper presents a systematic procedure for threat assessment and intervention of school shooters. The model is designed to be used by educators, mental-health professionals, and law-enforcement agencies and is intended to help refine and

(TEJ)

ED 446 373 EA 030 666

Bolton, Denny G.; Harmer, W. Gary
Standards of Excellence in Budget Presentation.
PUB DATE- 00
NOTE- 354p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Display Aids; Educational Finance; Elementary Secondary Education; *Professional Recognition; *Proposal Writing; *School Business Officials
IDENTIFIERS- Association of School Business Officials

This guide describes the Meritorious Budget Awards Program recognizing excellence in school system budgeting awarded by the Association of School Business Officials. The award is designed to help school business administrators achieve a high standard of excellence in budget presentations. Chapters provide the expectations and relevant criteria used by the award committee reviewing budget presentations, and they include a checklist and numerous exhibits from past presentations. (TEJ)

ED 446 374 EA 030 668

Schwartz, Mary K., Ed.; Gimbel, Kinsey G., Ed.
Leadership Resources: A Guide to Training and Development Tools. 8th Edition.
PUB DATE- 00
NOTE- 412p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Leaders Guides; *Leadership Training; Professional Development; Resource Materials

This guide provides over 300 pages of resources suggested by leadership educators in surveys, Center for Creative Leadership staff, and search of library resources. This eighth edition is half-new, including web sites and listserv discussion groups, and it places a stronger focus on meeting the needs of human resources professionals and corporate trainers. An annotated bibliography groups leadership materials in several broad categories: overview; in context; history, biography and literature; competencies; research, theories, and models; training and development; social, global, and diversity issues; team leadership; and organizational leadership (180 pages). Includes annotated lists of: journals and newsletters (9 pages); instruments (21 pages); exercises (41 pages); instrument and exercise vendors (5 pages); videos (29 pages); video distributors (4 pages); web sites (6 pages); organizations (21 pages); and conferences (9 pages). (Contains a 66-page index of all resources.) (TEJ)

ED 446 375 EA 030 669

Okumbe, J. A.
Educational Management: Theory and Practice.
PUB DATE- 98

work rules prevent the flexibility and autonomy schools require to meet educational missions. The contract complicates transfer decisions by favoring veteran teachers, a problem not addressed in recently negotiated School-Based Options plans. Few teachers are disciplined because tenure provisions impede termination, and protocols discourage and delay disciplinary actions. The contract places teacher seniority ahead of administrator judgment in assignments and relieves teachers of noninstructional obligations. Rigid rules governing work hours and conditions undermine teamwork by not requiring teacher meetings with students and administrators, limiting class size, and specifying preparation periods. The most recent contract extends union power and perpetuates divided authority and unclear lines of responsibility, stalemating reform. Recent school leadership teams reflect these unfortunate trends and further undermine principal authority. (TEJ)

ED 446 397 EA 030 704

Vallas, Paul G.
Saving Public Schools. Civic Bulletin Number 16.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Accountability; *Educational Change; *Educational Improvement; *Educational Innovation; Elementary Secondary Education; Resource Allocation; School Effectiveness
IDENTIFIERS- *Chicago Public Schools IL

Overcoming decades of labor, financial and performance troubles, the Chicago school system has enjoyed improving test scores 3 consecutive years, rising attendance, and labor peace under a new contract balancing the budget. Despite some criticism, the Chicago system enjoys reform successes in six areas: (1) improved governance; (2) greater flexibility in resource allocation, work rules, and seniority requirements; (3) uniform high standards and expectations; (4) greater accountability systemwide; (5) expanded early support for children and mothers; and (6) willingness to consider varied unconventional policy options. The district is incrementally raising low minimum promotional standards, as at risk students are identified for support. Bilingual education became a transitional program, with some of the existing bilingual education resources shifting into foreign language programs. The insistence of reformers opposed to top-down solutions remains the primary obstacle to reform. The broader public supports a system that aids parents by offering safe schools and buildings, financial stability, and labor peace with substantially unchanged funding. (TEJ)

ED 446 398 EC 308 086

Schulzinger, Rhoda
Key Transition Issues for Youth with Disabilities and Chronic Health Conditions. Healthy & Ready To Work (HRTW) Policy Brief.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

K-12 educational facilities; site size minimum acreage requirements; viewing Florida Inventory of School Houses (FISH) information, update transactions, and on the Internet; and FISH forms. (GR)

ED 446 420 EF 005 742

The Use of Relocatable Classrooms in the Public School Districts of Florida.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Office of Educational Facilities.
PUB DATE- 93
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Cost Effectiveness; Educational Facilities Planning; Elementary Secondary Education; *Public Schools; *Relocatable Facilities; School Construction; Surveys
IDENTIFIERS- *Florida; Research Summaries

This study examines the current use of manufactured relocatable (portable) classrooms in the public school districts of Florida to determine whether their use is a cost efficient and educationally effective and safe means of handling short-term accommodation needs. Areas of research include: economic impacts; the physical classroom environment; facility planning; construction methodology; and impacts on existing facilities. The study contains questionnaire data received from 57 school districts and 900 teachers; 23 relocatable site visits throughout Florida; manufacturing site visits; and results from meetings with principles, teachers, contractors, and industry representatives. The study concludes with answers to the questions posed in the RFA from the Florida Department of Education Office of Educational Facilities along with recommendations concerning the design and planning of future relocatable classroom facilities. Appendices provide sample questionnaires, the site visit survey, results of the teacher's questionnaire, and life cycle cost analysis. (GR)

ED 446 421 EF 005 864

Butin, Dan
Classrooms.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Design; Classroom Furniture; *Educational Facilities Improvement; Elementary Secondary Education; Lighting; Public Schools; *Space Utilization

This paper addresses classroom design trends and the key issues schools should consider for better classroom space flexibility and adaptability. Classroom space design issues when schools embrace technology are discussed, as are design considerations when rooms must accommodate different grade levels, the importance of lighting, furniture considerations, and classroom size ratios and partition arrangement. Final comments highlight classroom design principles that are considered important for all classrooms at all grade levels, such as outdoor accessibility, clustering, the fostering of creativity and use, the language associated with formal reasoning, aspects of figurative language, synthetic growth, and the development of persuasion and negotiation. Chapter titles include: "Later Language Development: An Overview"; "The Literate Lexicon"; "Word Finding: Storage and Retrieval"; "The Definition of Words"; "Analogies: Inductive Reasoning"; Syllogisms: Deductive Reasoning"; Metaphors and Similes"; "Idioms and Slang Terms"; "Proverbs and Fables"; "Ambiguity and Sarcasm"; "Syntactic Attainments"; "Conversation and Narration"; and "Persuasion and Negotiation"; There are also extensive scholarly references and author and subject indices. (KFT)

ED 446 444   FL 026 459

Taavitsainen, Irma, Ed.; Melchers, Gunnel, Ed.; Pahta, Paivi, Ed.
Writing in Nonstandard English. Pragmatics & Beyond New Series 67.
PUB DATE- 99
NOTE- 414p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Applied Linguistics; Black Dialects; Classics (Literature); Diachronic Linguistics; *Dialect Studies; *English; Grammar; Irish; Linguistics; Literature; *Nonstandard Dialects; Oral Language; Scots Gaelic; Sociolinguistics; Standard Spoken Usage; Syntax; Uncommonly Taught Languages; Urban Language; Written Language

Chapters in this book include the following: "Dickens as Sociolinguist: Dialect in 'David Copperfield'" (Patricia Poussa); "Contemporary Irish Writing and a Model of Speech Realism (John M. Kirk); "Dialect and Accent in Jim Cartwright's Play "Road" as Seen Through Erving Goffman's Theory on Footing" (Marion Fields); "The Representation of Nonstandard Syntax in John Dos Passos' 'USA' Trilogy" (Thomas Lavelle); "Doing the Unexpected: Syntax and Style in Raymond Chandler's Fiction" (Laura Wright); "Who Is 'Sivilizing' Who(m)? The Function of Naivety and the Criticism of 'Huckleberry Finn'--A Multidimensional Approach" (Bo Pettersson); "Nonstandard Language in Early Varieties of English" (Norman F. Blake); "'Pills To Purge Melancholy'--Nonstandard Elements in 'A Dialogue Against the Feuer Pestilence'" (Irma Taavitsainen, Saara Nevanlinna); "Investigating Nonstandard Language in a Corpus of Early Modern English Dialogues: Methodological Considerations and Problems" (Jonathan Culpepper, Merja Kyto); "Language of Law and the Development of Standard English" (Matti Rissanen); "Cognitive Loanwords in Chaucer: Is Superstandard Nonstandard? (Paivi Koivisto-Alanko); "Auxiliary 'Do' in Fifteenth-Century English: Dialectal Variation and Formulaic Use" (Arja Nurmi); "'I Think, Methinks': Register Variation, Stratification, Education, and Nonstandard Language" (Minna Palander-Collin); "'Catched or Caught': Towards the Standard Usage of Irregular Verbs" (Larisa Oldireva); "'What Aileth Thee, To Print So Curiously?' Archaic Forms and Contemporary Newspaper Language" (David C. Minugh); "Letters as a Source of Data for Reconstructing Early Spoken Scots" (Anneli Meurman-Solin); "Dedialectalisation and Norfolk Dialect Orthography" (Peter Trudgill); "Writing in Shetland Dialect" (Gunnel Melchers); "Linguistic Airbrushing in Oral History" (Kate Moore); "The Ideology of Misrepresentation: Scots in English Broadsides" (Gerald Porter); and "The Medium for the Message" (Loreto Todd). (KFT)

ED 446 445   FL 026 460

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Accountability; College Freshmen; Educational Demand; Educational Policy; Governance; *Higher Education; Outcomes of Education; Paying for College; *Policy; *Student Costs; Student Financial Aid; Universities
IDENTIFIERS- *California

Released in April 2000, this report is one of a series of publications issued by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Intended to address the needs of elected officials, educators, and governing bodies, the report discusses California's complex higher education issues in the context of increased enrollment projections, diversity, and institutional accountability. California's institutions of higher education will be expected to enroll approximately 715,000 additional students by the end of the decade, an increase that poses a challenge to the system. This challenge is addressed by the more than 40 recommendations stated in the commission's report. Facilities improvement is a highlighted issue. Other factors include demographic shifts within the state that will lead to increased diversity; technology's presence within the economy and in education; and the relationship between the economy and public education. Recommendations focus on each of three audiences: 1) policy makers and government bodies, 2) leaders in higher education, and 3) the Commission and other coordinating entities. Education access, affordability, and accountability comprise the major topical areas of the recommendations. (HB)

ED 446 467 HE 033 221

Compendium of Statistical and Financial Information: Ontario Universities, 1998-99.
PUB DATE- 00
NOTE- 196p.; Report prepared by the Council of Ontario Universities, Research, Analysis and Policy Division.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Costs; Educational Finance; Educational Planning; Enrollment; Expenditures; Financial Support; Foreign Countries; Higher Education; Income; International Education; Policy; *Statistical Data; Tables (Data); Universities
IDENTIFIERS- *Financial Planning; *Ontario University System

This compendium presents data on various aspects of the Ontario University system. Compiled by the Council of Finance Officers - Universities of Ontario (COFO-UO), it is intended as a companion to the Financial Report of Ontario Universities and as an aid to financial planning and policy. Data are presented in graphical and tabular formats. Statistical data presented include socio-economic statistics of Ontario, higher education statistics for Ontario, enrollment data, university statistics, and financial statistics. Enrollment data include intake information and information on undergraduate and graduate programs available. Financial information presented includes data for all universities and federal and affiliated colleges. The data also cover revenue and expense statements for each university and its federated and affiliated colleges. A section on university statistics includes data on employment, university building space, and residence accommodations. A section on financial statistics presents data on government grants, tuition and other revenue, endowment capital, scholarships, and university expenses. Concluding sections

Parsons, Jim; Beauchamp, Larry
Using Computer Technology in Teaching.
PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colleges; Computer Assisted Instruction; Computer Literacy; Computers; Cultural Context; Curriculum; Curriculum Development; Distance Education; Educational Technology; Higher Education; Information Technology; *Instruction; Teaching Methods; Technological Literacy; *Technology; Technology Education; Universities

This document discusses the impact of educational technologies in higher education classrooms. It offers suggestions about using technology more effectively in the classroom, and suggests ways to improve teaching through the use of technology. Teachers can develop support systems for their efforts to implement technology, and can change classroom and personal practices that will enhance their effectiveness through the use of technology. Some of what technology promises is feasible, and teachers can use these technologies creatively. Computers can help students and teachers in practical ways; however, attention must be paid to the real needs of teachers and students. This paper encourages teachers to set up their classrooms in ways that will help their teaching and make their classroom lives more efficient and effective. Specific recommendations for doing so are offered. (HB)

ED 446 490 HE 033 282

Thomas, R. Murray; Brubaker, Dale L.
Theses and Dissertations: A Guide to Planning, Research, and Writing.
PUB DATE- 00
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; Data Collection; Doctoral Dissertations; Graduate Study; Higher Education; Masters Theses; Observation; Questionnaires; *Research; *Research Methodology; Research Skills; Testing; *Theses; *Writing (Composition)

This document aims to support graduate students who are in the process of preparing graduate theses or dissertations, and is organized according to the planning, research, and writing phases. The function of theses and dissertations is to provide students with experience in conducting and presenting research and to add to the body of knowledge in a given area. Sources of guidance for graduate research include advisors, supervising committees, fellow students, experts, and the available literature. Various methods of approaching literature reviews are discussed. The document addresses sources and types of research problems, research methodology, data collection techniques and data analysis. It also discusses the writing process and finding an audience for thesis/dissertation publication. An appendix presents an outline of a dissertation proposal. (HB)

Park, KS, October 6-8, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; *Grades (Scholastic); Higher Education; Program Effectiveness; Program Evaluation; Student Behavior; Student Motivation; Student Surveys

This study evaluated how college students reacted to an Early Alert notice about their grades. Undergraduate students in 19 specific courses were sent a notice if they were receiving a C minus or below at the 5-week point of the semester. The study investigated whether students who received the notice actually performed better than did control students. A group of 816 students received a notice that included their grade and suggestions for improving performance. Students' advisors also received copies of the notices. A month after receiving the notice, students completed a Web-based survey that asked what actions they took after receiving the notice and how they felt when they saw it. A total of 219 students completed the survey. Results indicated that early alert notices stimulated students to take action, generally such personal actions as studying more or getting better organized. Students were likely to talk with parents or peers regarding their notices. About 1 in 12 students did not engage in any of the actions identified on the survey, and 1 in 15 students withdrew from the course. Though notices motivated students to take action, they had little influence on improving academic performance. Appended are documents from the program. (SM)

ED 446 512 HE 033 324

Handwerk, Philip G.; Carson, Cristi; Blackwell, Karen M.
On-Line vs. Paper-and-Pencil Surveying of Students: A Case Study. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Choice; Computer Uses in Education; Decision Making; Electronic Mail; *Evaluation Methods; Higher Education; *Internet; Student Attitudes; Student Evaluation; Undergraduate Students
IDENTIFIERS- *Paper and Pencil Tests

This study compared the benefits and costs associated with online versus paper-and-pencil surveys for a random sample of undergraduate students. Students completed the College Selection Survey, which had them evaluate the soundness of 10 reasons for choosing, or not choosing, to attend the university, if they could make their choice over again. Half of the sample was contacted by mail and asked to complete the paper-and-pencil survey. The other half was contacted by e-mail and asked to complete the same survey online. Willing students participated in focus groups to discuss how influential the survey reasons would be if they could select their college over again. The overall response rate was 33.3 percent for the paper-and-pencil sample and 26.2 percent for the online sample. A higher percentage of traditional age than nontraditional students responded online. Students in the two groups had appropriated funding. Providing remedial education in higher education benefits underprepared high school students, place-bound adult returning students, and students for whom English is a second language. Data are provided on number of students enrolled in remedial courses; first-time freshmen enrolled in remedial courses; remediation and high school core curriculum; first-time freshmen enrolled in remedial courses by subject area; first-time freshmen scoring below 19 on ACT subject tests; first-time freshmen passing secondary tests; and first-time freshmen direct from high schools. (SM)

ED 446 534 HE 033 369

Eaton, Judith S.
Core Academic Values, Quality, and Regional Accreditation: The Challenge of Distance Learning.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); College Faculty; Collegiality; Computer Uses in Education; Degrees (Academic); *Distance Education; *Educational Quality; General Education; Governance; Higher Education; Institutional Autonomy; Quality Control; *Values
IDENTIFIERS- Authority

This paper discusses regional accreditation, a common form of institutional quality assurance, noting its application to distance education. Six core academic values sustain regional accreditation: institutional autonomy; collegiality and shared governance; faculty intellectual and academic authority; the degree; general education; and site-based education and a community of learning. Regional accreditation identifies these core values with institutional quality. Several regional accrediting commissions have addressed distance learning by accommodating distance learning initiatives within existing accrediting standards and developing distance learning guidelines for institutions. As currently configured, regional accreditation standards and the distance education guidelines tend to focus on similarities between site-based and distance education, which diverts attention from challenges that distance learning poses to each core academic value of accreditation. This paper examines challenges posed by distance learning to each of the six core values, offering a transitional framework for rethinking values and accreditation standards in response to each challenge. The framework highlights differences between distance and site-based learning. It calls for the recalibration of capacity and process standards to reflect the changing role of time and place in higher education delivery. However, it does not address the growing need for accreditors to pay additional attention to educational consequences. (SM)

ED 446 535 HE 033 370

Alger, Jonathan
Affirmative Action in Higher Education: A Current Legal Overview.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English

steering; and policy-driven steering mechanisms. The paper concludes that development of the new funding system must be simultaneous with the restructuring of the entire institutional landscape. Appended are: data on South African higher education trends and influences, a glossary of abbreviations, and a table on alternative calculations of subsidy students. (Contains 31 references.) (SM)

ED 446 554   HE 033 390

Merisotis, Jamie P.; Clinedinst, Melissa E.
Trust in the Future: New Strategies for College Opportunity and Affordability in New Jersey.
SPONS. AGENCY- New Jersey Association of State Colleges and Universities, Trenton.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Enrollment Trends; Grants; Higher Education; Part Time Students; Scholarship Funds; *State Aid; *Student Financial Aid; Tax Credits; Tuition; Work Study Programs
IDENTIFIERS- Educational Opportunity Fund (New Jersey); *New Jersey; Prepayment Plans; Savings Accounts; State Policy; Tuition Prepayment; Tuition Savings Plans

This paper explores the changing context for New Jersey's higher education system and implications for future access and opportunity. It highlights the state's existing major student aid programs, including how they are currently used and will be affected by future demand. Analyses are provided of contemporary approaches to addressing the issues of access, affordability, and predictability at the national and state level. After an introduction, Section 1, "Context for Change," examines the economic outlook and enrollment in higher education. Section 2, "New Jersey's Financial Aid System," describes the Tuition Aid Grant program, the Educational Opportunity Fund, and the student aid system capacity. Section 3, "Analyzing New Jersey's Current Financing Trends," presents results from analysis of trend data specific to New Jersey's overall higher education financing system and information pertaining to national trends. Section 4, "Lessons From Other States," discusses large-scale merit scholarships; prepaid tuition plans; savings plans; aid for part-time students; work-study programs; and state response to federal tax credits. Several policy recommendations are presented, including: establish a need-based financial aid program for part-time students and develop policies to maximize the benefits of federal tax credits for New Jersey families. (Contains 61 references.) (SM)

ED 446 555   HE 033 393

Wellman, Jane, Comp.; O'Brien, Colleen, Comp.
Higher Education Cost Measurement: Public Policy Issues, Options, and Strategies. A Compilation of Background Papers Prepared for a Seminar on Cost Measurement and Management. The New Millennium Project on Higher Education Costs, Pricing, and Productivity.
PUB DATE- 00
NOTE- 96p.; The New Millennium Project is sponsored by the Institute for Higher Education Policy, the Education Resources

Directions for Future Scholarship.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; *Faculty Development; Higher Education; Job Satisfaction; Productivity; Sabbatical Leaves; Teacher Attitudes; Teacher Behavior; *Teacher Improvement; Teacher Morale; Teacher Motivation; *Teaching Conditions
IDENTIFIERS- Career Stages; Teacher Commitment

This literature review assesses where higher education is in relation to faculty development and where faculty development efforts need to go. Literature on faculty development has addressed the nature of faculty development in light of faculty needs at various stages of their professional careers. Results suggest that career stage affects teachers' attitudes and job behaviors. The literature also indicates that faculty development is closely related to strengthened faculty morale and vitality, improved teaching performance, enhanced research motivation and productivity, and increased job satisfaction and work commitment. Some research shows that teaching conditions and quality of life affect faculty morale. In order to foster faculty development and enhance faculty improvement programs, specific methods have been suggested and practiced, including: treating faculty with respect, valuing faculty as professionals, allowing faculty governance, and offering rewards. Some paid leave programs, including sabbaticals, have been appreciated by teachers because they provide sufficient time to carry out research projects or engage in instructional development education. Faculty commitment is a key element in effective faculty development. Results justify the necessity for faculty development as a means of improving higher education institutions as a whole. (Contains 11 references.) (SM)

ED 446 575 HE 033 415

Prenger, Suzanne M., Ed.
Teaching for Inclusion: A Resource Book for NU Faculty.
PUB DATE- 99
NOTE- 189p.; Supported by the Faculty Liaison Task Force for Diversity, the Office of the Senior Vice Chancellor for Academic Affairs, and the Office of the Associate Vice Chancellor for the Institute for Agriculture and Natural Resources.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; Asian American Students; Black Students; Civil Rights; College Faculty; College Students; *Consciousness Raising; Cultural Awareness; Cultural Pluralism; Diversity (Faculty); *Diversity (Student); Educational Policy; Enrollment Trends; *Equal Education; Higher Education; Hispanic American Students; Homosexuality; Inclusive Schools; Learning Disabilities; Multicultural Education; Nontraditional Students; Physical Disabilities; Religious Differences; Sex Bias; Sex Discrimination; Sex Fairness; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- African Americans; American Indian Students

assisted Suicide" (K. D. Novielli, M. Hojat, T. J. Nasca, J. B. Erdmann, and J. J. Veloski); (17) "Learning Adolescent Psychosocial Interviewing Using Simulated Patients" (K. Blake, K. V. Mann, D. M. Kaufman, and M. Kappleman); (18) "Have Clinical Effectiveness Ratings Changed with the Medical College of Wisconsin's Entry into the Health Care Marketplace?" (D. Bragg, R. Treat, and D. E. Simpson); (19) "Six-year Documentation of the Association between Excellent Clinical Testing and Improved Students' Examination Performances" (C. H. Griffith, III, J. C. Georgesen, and J. F. Wilson); and (20) "When Residents Talk and Teachers Listen: A Communication Analysis" (J. L. Paukett). (SLD)

ED 446 596   HE 033 436

Bocian, Michael
Housing on College Campuses: Self-Segregation, Integration, and Other Alternatives. A Communitarian Report.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Housing; College Students; *Diversity (Student); Dormitories; Higher Education; Models; *Multicultural Education; Racial Differences; Student Attitudes

This report discusses policies that guide housing for students on college and university campuses in matters that concern relations among status groups based on ethnic, religious, racial, and sexual backgrounds and orientations. The issue of self-segregation has emerged as a crucial one to many colleges as enrollment of minorities has increased. Although self-segregation does not start or stop at the door of the college residence hall, housing arrangements play a significant role in promoting or deterring interaction, dialogue, and friendship. There are several views of how a university can best foster a pluralistic campus. The first approach, the Integration Model, stresses the importance of interaction between people of different races, religions, ethnicities, and creeds. The second approach, the Multicultural Model, emphasizes a plurality of cultures and values, as well as the importance of recognizing diversity. The third approach acknowledges the merits of both the integration and multicultural models, but this model, the Diversity within Unity Model, strives for a society of layered loyalties in which people have allegiance to their particular subgroups and to the greater society in which they live. Some examples of each of these models in practice illustrate strengths and shortcomings of each. The integration model appears to be too confining in practice, and the multicultural model seems to be too polarizing. Integrating housing at universities where there is a demand for self-segregated residence halls can be expected to exacerbate tensions without curtailing separatism. The diversity within unity model appears most likely to preserve cultural identities while fostering better intergroup relations. (Contains 44 endnotes.) (SLD)

ED 446 597   HE 033 437

Courses and Study Programmes in English. Study in the Netherlands, Your Gateway to Europe. Edition 2001-2002.
PUB DATE- 00

Students; *High Risk Students; Higher Education; Longitudinal Studies; Masters Degrees; *Predictor Variables

The purpose of this study was to determine the combination of criteria that would accurately predict the success of at-risk master's level students in graduate education. Academic records of 918 graduate students who were classified as at risk (i.e., did not meet minimum admission requirements but were given an opportunity to take classes to show their proficiency at the graduate level) were analyzed. Success was defined as completion of the graduate degree, and the predictor variables studied were Graduate Record Examination (GRE) score, graduate grade point average (GGPA) in the first nine hours of graduate study, undergraduate grade point average (UGPA), age, gender, academic area of study, and type of institution from which the baccalaureate degree was earned. When all records were analyzed, the GRE verbal score combined with either UGPA or GGPA were significant predictors of degree completion. The highest graduation rate occurred among students who earned their undergraduate degrees from master's level institutions; students from bachelor's institutions had the lowest graduation rate. The results varied, however, when individual academic areas were assessed. (Contains 44 references.) (Author/EV)

ED 446 617 HE 033 460

The Independent Study Catalog. 7th Edition.
PUB DATE- 98
NOTE- 400p.; For the sixth edition, see ED 405 788.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Continuing Education; Correspondence Schools; *Correspondence Study; Elementary Secondary Education; *Extension Education; *External Degree Programs; Graduate Study; High School Equivalency Programs; Higher Education; Home Study; *Independent Study; Lifelong Learning; Noncredit Courses; Nontraditional Education

This directory lists high school, college, and graduate study at-home opportunities, including extensive information about external degree and certificate programs offered by accredited institutions that participate in University Continuing Education Association programs. An introductory section, which explains what independent study is and how it works, is highlighted by profiles of individuals who have traveled this route. Another short section explains how to use the catalog listings. The catalog listings themselves provide short profiles of participating institutions, including cost and whom to contact. Indexes include: (1) geographical; (2) external degree; (3) certificate program; (4) institutions accepting international students; (5) alphabetical guide to subject areas; and (6) subject areas. (CH/EV)

ED 446 618 HE 033 461

Trends in College Pricing, 2000.
PUB DATE- 00
NOTE- 27p.; For the companion report, "Trends in Student Aid, 2000," see HE 033 462.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

*Resource Materials; Student Financial Aid

This book is designed to help demystify college for children ages 10 to 14 and to answer questions about college that children of this age may have. It also aims to motivate youngsters with varying backgrounds and experiences to take advantage of their opportunities. The book answers: (1) What is college? (2) Why should I think about college? (3) Who goes to college? (4) Where are colleges located? (5) What can I learn at college? (6) How will I learn at college? (7) How do I gather information? (8) Which colleges should I apply to? (9) How do I apply to college? (10) How much does college cost? (11) How will I pay for college? (12) How does college begin? (13) What happens at college? (14) Is college my only choice? and (15) What should I do now? A glossary and an index are included. (EV)

ED 446 641 HE 033 492

Wechsler, Harold, Ed.
The NEA 2000 Almanac of Higher Education.
PUB DATE- 00
NOTE- 196p.; For the previous edition, see ED 428 623.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- Accountability; Collective Bargaining; *College Faculty; Educational Economics; *Educational Finance; Educational Trends; *Faculty Workload; Fringe Benefits; *Higher Education; Teacher Employment Benefits; *Teacher Salaries; *Unions
IDENTIFIERS- Integrated Postsecondary Education Data System; *National Education Association

This report contains seven articles on current issues in higher education and a separate faculty salary report for 1998-1999. Articles on the status of the profession are: (1) "Faculty Salaries, 1998-99" (Suzanne B. Clery and John B. Lee); (2) "Innovative Approaches to Bargaining" (Gary Rhoades and Christine Maitland); (3) "Union Organizing and the Law: Part-Time Faculty and Graduate Teaching Assistants" (Gregory M. Saltzman); (4) "Accountability: Challenges for Higher Education" (William Zumeta); (5) "Benefits and Retirement: Challenges for the New Century" (Jay L. Chronister); (6) "Higher Education Finance Variable: An Analysis" (Deagelia M. Pena); and (7) "Higher Education Staff: Bearing the Brunt of Cost Containment" (Linda K. Johnsrud). The institutional faculty salary report provides salary and compensation information for 3,128 institutions. Data, which are organized by state, institutional type, and control, are based on 1998-1999 data from the Integrated Postsecondary Education Data System. Each chapter contains references. (Contains 40 tables and 11 figures.) (SLD)

ED 446 642 HE 033 493

Brademas, John
Colleges and Universities Respond to Changing National Priorities. Continuing Education, Occasional Paper 3.
PUB DATE- 85
NOTE- 16p.; Paper presented at the National University Continuing Education Association (Atlanta, GA, April 1984).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

unite with other local colleges and their community neighbors against intolerance. Listings of National Civil Rights Organizations with hate crime resources and CRS headquarters, regional and field offices are included. (EMS)

ED 446 660 HE 033 512

Neusner, Jacob; Neusner, Noam M. M.
Reaffirming Higher Education.
PUB DATE- 00
NOTE- 209p.; Epilogue by William Scott Green.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; *Core Curriculum; General Education; *Higher Education; *Instructional Effectiveness; *Learning Experience; Research; *Scholarship; Student Characteristics

Universities today must balance the requirements of teaching with those of scholarship. The consensus that scholarship counts first and teaching comes second has lost its hold. The U.S. college and university today must assess what difference scholarship makes to teaching and what teaching means to scholarship. Scholarship should not detract from teaching. What matters most in higher education is learning. The question who teaches, what, to whom, and why is addressed. Chapter 1, "Who Should Teach in a University?" discusses who should teach in a university and touches upon such topics as tenure and teaching. Chapter 2, "What Should Universities Teach?" defines what universities should teach, and the mutuality of scholarship, research, and teaching. Chapter 3, "Who Should Go to College?" answers who should go to college and why. Chapter 4, "What Is at Stake on Campus?" assesses the future of higher education in the U.S. university and what is at stake on campus. Finally, in "Epilogue: The Major Matters Most of All" William Scott Green places into perspective the observations and ideals about higher education and what it means to make one's major field of study into a primary path to a liberal education. (Contains 56 references.) (EMS)

ED 446 661 HE 033 513

Koblik, Steven, Ed.; Graubard, Stephen R., Ed.
Distinctively American: The Residential Liberal Arts College.
PUB DATE- 00
NOTE- 318p.; Augmented version of an issue of "Daedalus," Winter 1999, American Academy of Arts and Sciences. Cover title varies.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Democracy; Diversity (Institutional); *Educational Economics; Educational Finance; Educational Technology; Ethics; *Higher Education; Humanities; International Education; *Liberal Arts; *Mathematics Education; Religious Factors; *Science Education; *Social Science Research; Student School Relationship
IDENTIFIERS- *Liberal Arts Colleges

This book seeks to examine the residential liberal arts colleges as an institution, from its role in the lives of students, to its value as a form of education. It explores the threat faced by liberal arts colleges, as well as the transformative role, but positive and negative, information technology will play in future development and survival. Following a Foreword by Steven increases in tuition and fees, median household income, and consumer prices. In summary, in the last 4 years since the last report on tuition increases conducted for academic years 1990-91 through 1995-96, private colleges have continued to become less affordable when compared to median household income while public colleges have become slightly more affordable. Four-year private college tuition and fees increased 31% in the 5 years ending in academic year 1999-2000, a faster rate than median household income and the CPI. The 25% increase at both 2-year and 4-year public colleges was slightly less than the increase in median household income, but about twice the increase of the CPI. Contains seven figures. (EMS)

ED 446 680 HE 033 532

Cochran, Howard C., Jr.; Hall, Larry M.; Hodgin, Gary L.
Innovative Approaches To Attract Majors in Economics.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economics; *Educational Innovation; Enrollment Management; Higher Education; Intellectual Disciplines; *Majors (Students); *Student Recruitment
IDENTIFIERS- *Belmont University TN

Despite some recent reversals in enrollment trends, the number of baccalaureate degrees in Economics has declined substantially from the beginning of the 1990s. The combination of declining enrollments and the rising costs of higher education has placed pressure on Economics departments to increase their numbers, especially in upper-division courses. Consequently, Economics faculty must consider new ways of attracting students if the discipline is to remain a significant element of the university experience. This paper focuses on the intentional efforts of the part of the Economics program at Belmont University, Nashville, Tennessee, to implement a multidiscipline, multifaceted approach to curriculum and program development. These strategies seek, among other tactics, to overcome current enrollment and cost inefficiencies through program and course integration with a number of other disciplines within the social sciences and humanities. Appendixes describe the Bachelor of Science programs in International Economics, Political Economy, and Business Administration at Belmont University. (Contains 3 charts and 26 references.) (Author/SLD)

ED 446 681 HE 033 533

Evaluation of the 1996-99 HEFCE/DENI Disability Special Initiative. A Report by the Higher Education Consulting Group (THECG) and the Commonwealth Higher Education Management Service (CHEMS).
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Disabilities; Financial Support; Foreign Countries; *Higher Education; Learning Problems; Program Development; Program Effectiveness
IDENTIFIERS- *England

The report evaluates a special initiative of the Higher Education Funding Council for England (HEFCE) and the Department of collaborative writing model for culturally diverse college students, noting that collaborative writing has grown in popularity in recent years because of its success in engaging diverse students more fully in the writing process. The model is premised on a socially designed and consensus oriented approach which is achieved through teacher and student self-disclosure. It is intended to help instructors understand the importance of being culturally responsive when teaching writing. Collaborative writing approaches for culturally diverse students include: peer tutoring, peer editing, co-authoring, combining the previous three methods, workshopping, and knowledge making. The model proposes to change the traditional image of the student and the teacher during the writing process. The paper notes implications for further research and concludes that while studies have produced mixed results concerning the benefits of peer response groups, they have definitely influenced the move away from traditional pedagogical methods in today's classrooms at all levels. (SM)

ED 446 702 HE 033 557

Tweedell, Cynthia Benn
A Theory of Adult Learning and Implications for Practice.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; College Students; Higher Education; *Nontraditional Students; Student Characteristics
IDENTIFIERS- Indiana Wesleyan University

This paper presents the most current thinking on how to best structure adult learning programs, noting that adult learners demand a convenient program which is specially designed with their learning style in mind. They learn best in an interactive format with heavy emphasis on the practical application of their learning. The paper discusses the development of adult education in the 20th century, examines the design of adult education programs, and describes today's adult learners. It highlights the design of the Division of Adult and Professional Studies at Indiana Wesleyan University. The university's model features a semi-independent structure, interactive learning in study groups, and experiential learning. The model is an application of adult learning theory and includes scattered sites and evening and weekend scheduling to make education accessible when other programs would create barriers. The interactive nature of the classes and a curriculum rooted in students' everyday experiences motivate these learners to persist toward meeting their educational goals. Retention data for this program are examined and implications for adult education are discussed. (Contains 31 references.) (SM)

ED 446 703 HE 033 558

The Student Guide: Financial Aid.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Faculty; *Diversity (Faculty); Higher Education; *Minority Group Teachers; *Racial Discrimination; *Sex Discrimination; *Women Faculty
IDENTIFIERS- ERIC Digests

Institutions of higher education have attempted to diversity their faculty by recruiting women and minorities. However, recruitment has taken place without an understanding of the social forces that shape the professional socialization and workplace satisfaction of women and minority faculty. Conclusions drawn by the author about the plight of women and minority faculty in the academic workplace include: (1) The number of women and minority faculty in higher education has been increasing though they remain underrepresented in higher education relative to their numbers in the U.S. population; (2) The academic workplace has been described as chilly and alienating for women and minority faculty because they are ascribed a peripheral role in the academic workplace and are expected to perform roles that are in conflict with expectations; (3) Women and minority faculty are less satisfied than White male faculty with the workplace because they perceive themselves to be victims of salary inequities and a biased reward system; and (4) Women and minority faculty are also perceived as less competent than White male faculty. As a result, White male faculty often discredit feminist and minority research. (Contains 15 references.) (PW)

ED 446 724   HE 033 580

Cantor, Jeffery A.
Higher Education outside of the Academy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For the full report, see HE 033 344. Prepared in cooperation with Jossey-Bass Publishers.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Corporate Education; *Higher Education; *Partnerships in Education; *School Business Relationship; *School Community Relationship; Technological Advancement
IDENTIFIERS- ERIC Digests

What has come to be recognized as the classic model of the university is changing as a result of industry's new and emerging needs for knowledge, constant technological innovation, education's place in the economy, and diminishing funding. American industry recognizes that the skills of workers at all levels will need to improve continuously in response to rapid technological changes. This increased need has spawned joint initiatives and programs involving the university, the corporate community, and the community at large. The author outlines six distinct but interrelated activities that underpin this movement and concludes by addressing four major questions about higher education outside of the academy: (1) How have training and human resource development for business and industry grown as a form of higher education? (2) How have private and nontraditional institutions of higher education grown? (3) How have colleges developed and delivered training to local business and industry as a source of additional revenue? and (4) How and why has the concept of the corporate university grown? (PW)

Analysis; *Sociocultural Patterns; *Speech Communication;
Unemployment
IDENTIFIERS- *Australia; Ethnomethodology

A study identified some implicit concepts, knowledge, and skills that a seemingly standard adult literacy and numeracy "lesson" contains. Conversation analysis was used to show instances of how adult numeracy is embedded in adult language and literacy. The "conversation" was a transcript from an adult literacy class for long-term unemployed adult men that began with a recall segment about question and answer patterns. Two types of questions were compared: those occurring "naturally" as part of the "common sense" made during the classroom conversations and those asked as part of the instructional content of the lesson appropriate to the subject matter of mathematics. Analysis showed how language and literate practices in the adult literacy classroom created the reality that adult learners come to recognize as the subjects mathematics or numeracy. Two implications were explored. First, considerable differences between school mathematics and real-life numeracy raised the dilemma of what should be taught. Second, embedding of language with particular sets of valued "content areas" caused teachers to reproduce school-based practices and discourses for adults who had already experienced school failure and implied that literacy and numeracy teachers be trained in language interaction patterns and ways for teachers and adult students to manage them to achieve an identified purpose. (Contains 28 references.) (YLB)

ED 446 222 CE 080 811

Falk, Ian; Kilpatrick, Sue
Numeracy, Literacy, Self-Confidence and Values: Chickens, Eggs and "Access." CRLRA Discussion Paper Series.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 23p.; For related documents in the CRLRA Discussion Paper Series, see CE 080 809-818.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Agricultural Education;
*Animal Husbandry; *Continuing Education; Developed Nations;
Farm Management; Foreign Countries; *Literacy Education;
*Numeracy; *Quality Control; Regional Characteristics; Self
Esteem; *Values
IDENTIFIERS- *Australia; Beef Cattle Production

A project explored the complex relationships between "integrated" numeracy and literacy skills, self confidence, and the place of skills, knowledge, and values in the learning process. The focus was on beef producers undertaking training in quality assurance (QA). Analysis of observations of QA process on three case study farms and examination of Cattlecare (the QA program developed for the beef industry) manuals suggested skills required to access QA. Findings indicated the following: (1) numeracy skills required for the non-chemical handling parts of Cattlecare were mostly arithmetic; (2) chemical mixing and administration involved more complex tasks; (3) Cattlecare manuals had a higher readability index than farming and popular newspapers and magazines; and (4) many Cattlecare forms were at the more complex end of the structure spectrum. The knowledge required to access QA was identified. These two possible reasons were suggested for failure to proceed with QA: the relatively high level of literacy and numeracy skills required and the high cost of necessary changes and accreditation.

references.) (KC)

ED 446 238 CE 080 832

Austin, James T.; Mahlman, Robert A.
Technology and Assessment. In Brief: Fast Facts for Policy and Practice No. 5.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Education; Computer Assisted Testing; Computer Oriented Programs; *Computer Uses in Education; Educational Assessment; *Educational Technology; *Evaluation Methods; Item Analysis; Item Response Theory; Performance Based Assessment; Postsecondary Education; Secondary Education; *Student Evaluation; Technical Education; Technological Advancement; Test Format; *Vocational Education

The process of assessment in career and technical education (CTE) is changing significantly under the influence of forces such as emphasis on assessment for individual and program accountability; emphasis on the investigation of consequences of assessment; emergence of item response theory, which supports computer adaptive testing; and pressure for authentic assessment by critics of standardized testing. The use of technology for assessment is being increasingly stressed. Potential advantages of computerized assessment include rapid feedback, money savings, enhanced security, more curriculum time, and capability to track process-oriented variables. Potential disadvantages include costs of equipment, personnel, and training; increased marginalization of groups based on ethnic or socioeconomic status; and missed opportunities to implement authentic assessments. Examples of applications of technology to evaluation in CTE include test design, item creation, presentation, item scoring, and location (through use of the Internet). In moving toward computerized assessment, consequences should be considered in line with current evaluation and validation models. Especially for policy makers and administrators, implementation is an important aspect of computerized assessment. Technology can support the broad changes in assessment that are ongoing as a function of internal and external scrutiny, and both authentic as well as traditional assessment can benefit from technology. (Contains 24 references.) (KC)

ED 446 239 CE 080 838

Gasskov, Vladimir
Managing Vocational Training Systems: A Handbook for Senior Administrators. Quantitative Methods in Social Protection Series.
PUB DATE- 00
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Education; Administrator Qualifications; Developed Nations; Developing Nations;

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Blacks; *Career Development; Career Ladders; Demonstration Programs; Employment Opportunities; *Equal Education; Federal Government; Federal Programs; Government School Relationship; Job Training; *Labor Force Development; Local Government; Outcomes of Education; Postsecondary Education; *Public Policy; Secondary Education; *Skill Development; State Government; Vocational Education
IDENTIFIERS- Workforce Investment Act 1998

This paper discusses the role of public policy in the skills development system of the United States. It further examines the implications of that policy for the skill development and career progression of black workers. The paper describes the current "system" for skills development as a two-tiered system composed of (1) the "first chance" or conventional system, which allows individuals to proceed through an extensive public elementary, secondary, and postsecondary educational sector supplemented by private educational institutions and is followed by employer-provided job training and work experience, and (2) the "second chance" system for individuals who do not successfully transverse the first chance system, which includes public job training programs, public assistance, rehabilitation programs for offenders, and educational remediation. The paper considers the rationale for public policy intervention in the skills development process and then reviews public policy at the federal, state, and local levels that fosters skills development. Next, the paper reviews recent policy demonstrations in the area of skills development. The review of the evaluative evidence leads to several general "best practice" principles about content, delivery mechanisms, and administrative characteristics. The last section reviews how well federal Workforce Investment Act programs are likely to fare against the best practices criteria. (Contains 25 references.) (YLB)

ED 446 254 CE 080 856

Annual Report on Operations, 1999-2000.
PUB DATE- 00
NOTE- 106p.; For related documents from ANTA, see CE 080 857-858.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Annual Reports; Developed Nations; *Education Work Relationship; Educational Administration; Educational Development; *Educational Finance; *Educational Planning; Foreign Countries; *Government Role; Job Training; *Lifelong Learning; Outcomes of Education; Postsecondary Education; Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia; *Australian National Training Authority

This report, the Australian National Training Authority's (ANTA's) key reporting and accounting document, focuses on internal operations structured around the annual ANTA Plan and work priorities. A "Chairman's Comment" (Stuart Hornery) and "From the CEO's Desk" (Moira Scollay) precede an overview that provides a history of ANTA and information on its business, employees, budget, and locations. "Year Highlights" lists key events, outlines highlights, and looks at planned activities. A

Belgium, Brazil, Finland, Canada, and South Africa, offer the following lessons to educators seeking to embrace lifelong learning on the Internet: (1) interaction is a key ingredient in the learning process; (2) providing feedback is an essential element of learning on the Internet; (3) offer courses in learners' native languages; (4) abandon the concepts of copyright and ownership; and (5) when designing courses, seek a balance between investment and change by designing courses for obsolescence. (Contains 37 references.) (MN)

ED 446 272 CE 080 890

Brimblecombe, Trish
Responding to the Challenges of Internet Technologies and New Media: Issues for Polytechnics and Institutes of Technology.
PUB DATE- 00
NOTE- 18p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Change Strategies; Computer Uses in Education; Delivery Systems; Educational Administration; Educational Change; Educational Environment; Educational Planning; Educational Technology; Foreign Countries; *Information Technology; *Instructional Design; *Internet; Lifelong Learning; Postsecondary Education; *Technical Education; *Technical Institutes; Technological Advancement; World Wide Web
IDENTIFIERS- *New Zealand; *Polytechnics

Although all New Zealand polytechnics and institutes of technology are making some use of new information technology and Internet-related technologies, developments incorporating effective use of these new technologies and media remain somewhat uneven. Educators seeking to embrace the Internet as a delivery medium face numerous critical design issues. To address these issues, managers and educators should take the following actions: (1) recognize the overall strategic importance of new technology developments to their institution and plan accordingly; (2) analyze staff needs and arrange access to required training and resources; (3) adopt a cooperative, collaborative approach; (4) choose technologies appropriately, giving more weight to those with human-like features and using them in ways that can become more transparent and less intrusive; (5) use a prototyping approach and the interactive, cybernetic quality embedded at the heart of Internet technologies to build and maintain effective learning environments; and (6) closely involve students in development of their own education. (The bibliography lists 24 references. Appended is a report on the results of a survey administered when this report was first presented to determine audience members' existing levels of knowledge about and use of the technologies described at their own institutions.) (MN)

ED 446 273 CE 080 891

Beckett, David
Working Knowledge.
PUB DATE- 00
NOTE- 18p.; In: TEND 2000: Proceedings of the Technological

not protected by any laws or conventions. One defense of third world countries to aggression in this sphere is religion, especially in the most concentrated, aggressive form of traditionalism: fundamentalism. Kazakhstan has legislative measures to limit foreign participation in mass media. Special measures must be taken to protect the national info-cultural space. They should be worked out by government and non-governmental organizations. Each country's distinct culture must be given all the opportunities to develop and flourish. (YLB)

ED 446 289   CE 080 912

Wright, Jerry W., Jr.
Economic Education, Executive Education, and the Training of Commercial Diplomats for the Global Economy.
PUB DATE- 00
NOTE- 11p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Agency Cooperation; Coordination; Cross Cultural Studies; Developing Nations; Distance Education; *Economics Education; Exports; Foreign Countries; *Global Approach; Higher Education; Imports; International Communication; International Cooperation; *International Relations; *International Trade; Management Development; *Policy Formation; World Affairs
IDENTIFIERS- United Arab Emirates

The importance of international trade and investment to the achievement of economic diversification objectives has increased need for professionals skilled in trade policy development and negotiation, a field known as commercial diplomacy. A severe shortage of these professionals limits developing countries' abilities to take full advantage of opportunities offered by international trade and investment and globalization of the world economy. Development of networks of regional and national training centers for commercial diplomacy staffed by local experts would alleviate the problem. Local experts would be trained to provide hands-on training, have access to generic training materials reflecting global best practices, and be able to develop materials reflecting local trade policy, laws, institutions, cultural values, and practices. A comprehensive training program calls for courses in many disciplines and would be structured as a sequence of these four stages of instruction: theory, institutions, techniques and skills, and integration. Required training materials are instructional modules, teacher's manuals, textbooks, case studies, negotiating simulations, and guides to preparation of effective operational documents. Distance learning resources should be an important component. Coordination of efforts of various international trade agencies, multilateral organizations, national economic development agencies, and private institutions working in the area is also desirable. (YLB)

ED 446 290   CE 080 913

Rabo, Annika

SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, MD.
PUB DATE- 00
NOTE- 298p.; For volume I, see CG 030 419.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adults; At Risk Persons; College Graduates; *College Students; Drug Abuse; Drug Education; Higher Education; *Illegal Drug Use; Longitudinal Studies; National Surveys; *Social Indicators; Student Attitudes; *Trend Analysis
IDENTIFIERS- *Monitoring the Future

This is the second volume in a two-volume set reporting the results of all surveys from the Monitoring the Future study of American secondary school students and college students. This volume presents the results of the 1977 through 1999 follow-up surveys of the graduating high school classes of 1976 through 1998, as the respondents progressed through young adulthood. Prior to this study, little nationally representative trend data existed on college students. It also presents for the first time prevalence and trend data on 35- and 40-year-olds. A major purpose of the study is to serve as a social monitor or social indicator intended to characterize the levels and trends in certain behaviors, attitudes, beliefs, and conditions in the population. Social indicators have important agenda-setting functions for society, and they are useful for gauging progress against national goals. Another purpose is to develop knowledge that increases understanding of why changes in behaviors and attitudes are taking place among the population. In order for this volume to stand alone, Chapters Two and Three from Volume One have been repeated. Following the introduction in Chapter One, Chapter Two provides an overview of the key findings presented in both volumes. Chapter Three presents the design of the study. Chapters Four and Five discuss prevalence and trends of drug use in young adults. Attitudes and beliefs about drugs are included in Chapter Six and the social milieu for young adults is considered in Chapter Seven. Prevalence and trends of drug use specifically among college students are considered in Chapters Eight and Nine. (Contains 74 figures and 30 tables.) (Author/JDM)

ED 446 310   CG 030 423

McConnell, Stephen C.; Swain, Jennifer E.
Victim-Offender Mediation with Adolescents Who Commit Hate Crimes.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Conference of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Crime Prevention; Delinquency; Educational Innovation; Intervention; *Peer Counseling; *Peer Relationship; Punishment; Racial Bias; Secondary Education; Secondary School Students; *Victims of Crime
IDENTIFIERS- *Hate Crime; Hate Groups

The number of reported hate crimes has steadily increased. Racial prejudice motivates most of these crimes, which typically are committed by a small, loosely associated group of adolescent offenders. In addition to the physical pain and material loss physical/medical constraints and increase feelings of validation. However, they are not for everyone. This digest examines the following issues regarding online support groups: access; format; synchronous groups; asynchronous groups; and group leaders. Also discussed are the strengths of online support groups (increased access to support; adjunct to counseling; therapeutic factors; specialized online support groups; and privacy. Also discussed are the limitations of online support groups (differing stages of group development; limited feedback; crisis management; anonymity breaches; host competency; quality control; members with limited language skills; ethical and legal concerns; and hoax perpetuations). (MKA)

ED 446 331   CG 030 470

Gary, Juneau M.; Remolino, Linda
Coping with Loss and Grief through Online Support Groups. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Coping; Counseling; *Grief; *Internet; *Social Support Groups; Technology

Current technology enables people to cope with grief through participation in online support groups from the comfort and privacy of their home. The three aspects of grief are emotional, physical, and behavioral. Facing the void left and dealing with the feelings of isolation after the loss of a loved one can be accomplished through online support groups. These kinds of groups experience high usage after tragic events, such as the recent numerous school shootings. This digest discusses increased access to support, specialized online support groups, and the universality of grief as benefiting online support groups for loss. The following are presented as limitations for these groups: anonymity breaches; differing stages of group development and phases of grief; hoax perpetuations; limited feedback; and accountability. (MKA)

ED 446 332   CG 030 471

Refvem, Joanna
Let's Go Surfing: Use of the Internet for Career Counseling in Schools. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; *Career Counseling; Counselor Role; High Schools; *Internet; Middle Schools; Program Development; *School Counselors

Career counseling in middle and high schools should be tailored to the unique characteristics of adolescents during those strengthen the efforts of the National Center for the Analysis of Violent Crime. Its fundamental building blocks are its threat-assessment standards, which provide a framework for evaluating a spoken, written, and symbolic threat, along with a four-pronged assessment approach, which looks at the personality of the student, the student's family dynamics, the school dynamics, the student's role in those dynamics, and social dynamics. The model is not a profile of the school shooter or a checklist of danger signs pointing to the next adolescent who will bring lethal violence to a school. It discusses misinformation about school shootings; how to assess a threat, including motivations; types of threats; factors in threat assessment; and levels of risk. The document cautions that one or two traits or characteristics should not be considered in isolation or given more weight than the others. The text outlines the intervention process and closes with a number of recommendations. Four appendices list methodologies used in the report, suggested readings, and other information. (RJM)

ED 446 353 EA 030 639

Butin, Dan W.
Rethinking High School: A Study of Focus Schools in Danville, Virginia. Volume 4, Building Blocks to Better Learning Series.
PUB DATE- 00
NOTE- 41p.; For volumes 1-3 in this series, see ED 428 530, ED 425 608, and ED 426 570.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Attendance; *Decentralization; Dropout Rate; *Educational Environment; Governance; High Schools; Learning Experience; Public Schools; *School Choice
IDENTIFIERS- *Danville City School District VA

In 1997, the Danville City Public Schools opened four focus schools at the high school level, adding 2 more schools in the next 2 years. This booklet relates the efforts of this small urban school district to bring educational choice to its students, parents, and teachers, while having to grapple with issues of autonomy and governance, innovation and academic rigor. Due to focus schools, student achievement, standards of learning scores, and attendance have improved; fewer "at risk" students have dropped out; and students and teachers are talking about the learning process. Through the process of examining their accomplishments and struggles, teachers, administrators, and policymakers can better promote innovative and sustainable learning environments in their own schools and districts. The booklet analyzes the challenges and stumbling blocks of starting innovative learning environments, and provides some suggestions and guidelines based on Danville's experience. It answers several questions: What are focus schools and how can they promote reform? How were these schools implemented and what can be learned from this process? Appendices list individuals, print, and Web-based references, and the "Danville Public Schools Focus School Planning Guide, January 1998." (DFR)

ED 446 354 EA 030 640

Molnar, Alex
Smaller Classes and Educational Vouchers: A Research Update.

NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Organization; *Decision Making; *Educational Administration; Elementary Secondary Education; Finance Reform; Financial Needs; Leadership; *Management by Objectives; *Organizational Objectives; *Power Structure; Public Schools

This book provides the reader with principal theories and practices of management in educational organizations. It attempts to widen both the breadth and depth of the body of knowledge in this area of specialization. The work provides useful reference material for students and scholars at the undergraduate and postgraduate levels in universities and advanced teacher training colleges. It covers a cross- section of the body of knowledge, and encompasses concepts, theories, and practical dimensions on the process of educational management. This process consists of planning, procurement of resources, organizing, coordinating, influencing, stimulating, integrating, and evaluation in order to accomplish organizational goals and objectives. (DFR)

ED 446 376   EA 030 670

Molnar, Alex
Vouchers, Class Size Reduction, and Student Achievement: Considering the Evidence.
PUB DATE- 00
NOTE- 71p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Educational Change; *Educational Vouchers; Elementary Secondary Education; *Parochial Schools; *Private Schools; *Public Schools; *Teacher Student Ratio

Proponents of private school vouchers argue that vouchers empower poor families and raise the academic achievement of poor children. They also argue that vouchers may improve achievement by forcing the public schools to compete in an education marketplace in which poor parents hold the power of the purse. Juxtaposed against this issue of vouchers are questions about class-size reduction and its effect on student achievement--not just for poor children, but for all children. This book discusses these and related questions in an examination of the research in vouchers, class-size reduction, and student achievement. It provides a documented and pertinent overview of these issues for schools, educators, communities, and parents. Initially, it offers a brief history of the voucher concept and then discusses the Milwaukee Parental Choice Voucher Program and the Cleveland Scholarship and Tutoring Program. The other half of the work treats the various research projects on smaller class-size programs in Nevada, Wisconsin, and California. (Contains 138 references.) (DFR)

ED 446 377   EA 030 671

Trump, Kenneth S.
Classroom Killers? Hallway Hostages? How Schools Can Prevent and Manage School Crises.
PUB DATE- 00

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Chronic Illness; *Disabilities; *Eligibility; Employment Programs; Federal Aid; *Federal Programs; Financial Support; Health Insurance; Postsecondary Education; Secondary Education; *Special Health Problems; Transitional Programs; *Vocational Rehabilitation; Young Adults
IDENTIFIERS- *Medicaid; *Supplemental Security Income Program

This paper explains recent changes in the Supplemental Security Income (SSI) program that affect adolescents with disabilities or chronic health problems. Changes include the SSI work incentives available to them, how they can maintain access to quality health care and benefits during their transition years, and key issues in transition planning. The first section is on maintaining health care and benefits and summarizes regulations concerning changes in SSI eligibility criteria, continued Medicaid eligibility, and the new Children's Health Insurance Program. The second section addresses SSI work incentives for adolescents and young adults. These include the Plan for Achieving Self Support (PASS) program, continuation of SSI eligibility despite earnings above the "substantial gainful activity" level, continuation of Medicaid eligibility after SSI eligibility is lost, impairment related work expenses, the student earned income exclusion, and transition planning opportunity points (ages 14, 16, 18, 21, and 22). The final section identifies key issues, especially the need to ensure access to health care, job training or higher education, services and supports needed to participate in the competitive job market, and income, either from disability benefits or a combination of job income and disability benefits. Other issues address rehabilitation services, service coordination, and improving work incentives. (DB)

ED 446 399   EC 308 087

Schulzinger, Rhoda
Understanding the 504 Statute: The Role of State Title V Programs and Health Care Providers. Healthy & Ready To Work (HRTW) Policy Brief.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Civil Rights Legislation; Compliance (Legal); *Disabilities; *Education Work Relationship; *Eligibility; *Federal Legislation; Federal State Relationship; Health Services; Medical Services; Referral; Rehabilitation; *Student Rights; Transitional Programs
IDENTIFIERS- Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504); *Social Security Act Title V

This policy paper explains the educational rights available to certain students with disabilities and chronic conditions under Section 504 of the Rehabilitation Act of 1973. It describes the federal law and regulations, eligibility criteria, complaint procedures available to enforce the law, and ways that state Title V agencies can collaborate with school personnel. Section 1 introduces the statute and discusses its relationship to the Individuals with Disabilities Education Act as well as responsibilities of educational institutions. The next section student engagement, and classroom adaptability. (Contains 19 references.) (GR)

ED 446 422 EF 005 865

Butin, Dan
Early Childhood Centers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; *Early Childhood Education; *Educational Facilities Design; Educational Trends; Public Schools; School Safety; Space Utilization

This paper addresses how early childhood center design can improve the quality of these centers in terms of health, safety, and the appropriate development of the child. It briefly explores educational trends involving early childhood centers, then addresses the key spaces in these centers designers should focus on, including the classroom, outdoor space, multipurpose room, health center, teachers' work space, and administrative area. It also explores the key issues in designing early childhood centers concerning health and safety, developmentally appropriate environment, play areas, and overall size. Final comments discuss placing early childhood centers in schools. (Contains 20 references.) (GR)

ED 446 423 EF 005 866

Butin, Dan
Multipurpose Spaces.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Design; *Design Requirements; Educational Trends; Elementary Secondary Education; Lighting; *Multipurpose Classrooms; Public Schools

This paper examines the emerging trend of multipurpose class spaces, including educational trends influencing multipurpose classroom use, and key issues when using these spaces. Issues discussed include room location, technology integration, food services, acoustics, lighting, outdoor space, capacity, and storage. Design principles emphasized indicate multipurpose classrooms should reflect the spirit of the school and allow for flexibility and adaptability. (GR)

ED 446 424 EF 005 867

Butin, Dan
School Health Centers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Macia, Jose J.
Transcultural Experiences: A Literature Bridge to English for ESOL Students from Cuba.
PUB DATE- 99
NOTE- 210p.; Ed.D. Dissertation, Florida International University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Cross Cultural Studies; *Cubans; *Culturally Relevant Education; *English (Second Language); High School Students; High Schools; *Hispanic Americans; Interviews; *Literature; Second Language Instruction; Second Language Learning; Spanish Speaking; *Teaching Methods; Two Year College Students; Two Year Colleges

This qualitative study is concerned with exploring the transcultural experiences of ESOL students and connecting their lived experiences to literature in the classroom. The purpose of the study was to describe and explain the transcultural perspectives of six high school and community college students-- four Cuban-born and two American-born but raised in the Cuban-American culture. It investigates their lived transcultural experiences. The data was collected in the form of student interviews, a researcher's journal, and document reviews. The following exploratory questions guided this study: (1) From the perspective of four Cuban-born non-native English-speaking students (NNS), what are the essential structures of their transcultural identities? (2) What are the underlying themes that account for the Cuban NNS students' transcultural experiences? (3) What are the universal structures found among Cuban NNS students' transcultural experiences and the Cuban-American, native English/Spanish speaking (NESS) students' experiences? (4) What are the possible structural meanings of the Cuban NNS students' interests in relation to their transcultural experiences? (5) What are some of the connections between the structural themes inherent in the Cuban NNS students' transcultural experiences and their teaching literature in English as a second or other language (ESOL)? Results of the survey provide a better understanding of these students' transcultural experiences and show the potential of connecting their perspectives to literature in the classroom. (Author/KFT)

ED 446 446 FL 026 461

Boruszczak, Bohdan, Comp.; Jaremko, Helen, Comp.
Nadzvychaini liudy, nadzvychaini podii: uchnivs'kyi zoshyt = Deeds and Doers: Student Activity Book. Collage: A Ukrainian Language Development Series.
PUB DATE- 00
NOTE- 86p.; Series sponsored by Alberta Learning, Language Services Branch. Financial Support for College 1 level by Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; Foreign Countries; Heritage Education; Instructional Materials; Learning Activities; Pattern Drills (Language); Reading Materials; *Second Language

present consolidated university financial information. (HB)

ED 446 468 HE 033 222

Carriuolo, Nancy
School-College Collaboration: A Way of Redesigning the Educational Pipeline. The Freshman Year Experience R Monograph Series Number 16.
PUB DATE- 96
NOTE- 165p.; Prepared by Nancy Carriuolo and Associates.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Access to Education; *College Attendance; College Bound Students; *College Freshmen; Colleges; Educational Change; Elementary Secondary Education; Enrollment; General Education; Higher Education; Minority Groups; *Partnerships in Education; Student Attrition; Universities

The term "educational pipeline" refers to the lifetime of educational experiences incurred by students in the American education system. It is thought that students' experiences at any point in the pipeline can affect future outcomes. For colleges and universities, access and retention are critical issues affected by "leaks" in earlier segments of the pipeline. Recent efforts by the federal government to improve institutional accountability have looked to student retention rates as important markers. Successful retention programs consider the early educational needs of diverse populations. School-college partnerships identify and engage multiple stakeholders across the educational spectrum in an effort to redesign and bolster the pipeline and to help ensure success for students once they reach college. School-college partnership isn't new; collaboration has existed for much of the 20th century. In the 1980's, the movement for increased partnership gained momentum. Today, technology plays an important role in helping to develop these partnerships. Differences in configuration include varying sizes and scopes of partnerships. Both benefits and impediments exist within partnerships. Overall, school-college partnerships are important to the success of students, regardless of cultural or gender differences and learning needs. Contributors to this volume discuss specific examples of working programs in existence today. (HB)

ED 446 469 HE 033 223

COU Response to the Minister Regarding the Consultation Paper: "Increasing Degree Opportunities for Ontarians."
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Degree Requirements; Foreign Countries; Graduate Study; Higher Education; Program Validation; Undergraduate Study
IDENTIFIERS- Council of Ontario Universities

This paper, presented by the Council of Ontario Universities (COU), addresses questions related to development of the Quality Assessment Board, the applied degree pilot project, new Ontario-based private institutions, and new taxpayer and student protection measures. The COU highlights four major

ED 446 491 HE 033 283

Garcia, Mildred, Ed.
Succeeding in an Academic Career: A Guide for Faculty of Color. The Greenwood Educators' Reference Collection.
PUB DATE- 00
NOTE- 184p.; Foreword by Yolanda Moses.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Black Teachers; *Career Guidance; Career Planning; *College Faculty; Diversity (Faculty); Educational Environment; Ethnicity; Faculty; Faculty Development; Grants; Higher Education; Mentors; Race; Social Networks; Tenure; Work Environment

Written for faculty of color in order, to address challenges specific to that population, this document discusses the challenges associated with pursuing higher education as a profession. It offers advice about building a career within the academy. Contributors to this volume explore how they have brought new scholarship into the academy, offered alternatives in pursuing their disciplines, and challenged the status quo. The issue of how to transform academia into an equitable environment is highlighted. Data suggest that progress has been made in employment of faculty of color; however it is argued that progress has been slow and that faculty of color have different experiences in their careers than do white faculty. Contributors focus on academic successes of faculty of color in an effort to offer others the benefit of their experiences. The socialization process, key to the integration and familiarization of faculty of color within higher education, is emphasized. (HB)

ED 446 492 HE 033 284

Lee, Jeong-Kyu
Religious Factors Historically Affecting Premodern Korean Elite/Higher Education.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Asian History; *Buddhism; *Confucianism; Cultural Influences; Culture; Educational Administration; *Educational History; Foreign Countries; Foundations of Education; Higher Education; *International Education; *Korean Culture; Religious Factors; Social History
IDENTIFIERS- *Korea

The purpose of this document is to analyze the historical influences of Confucianism and Buddhism on Korean culture and to explore the religions' impact on Korean higher education. Three questions comprised the research: 1) What are the characteristics of Buddhism and Confucianism in Korean cultural history? 2) How did Buddhism have an effect on monastic Buddhist schools? and 3) How did Confucianism affect the National Confucian Academy and the National civilian and military service exams in the Choson era? The research focuses on religious and intellectual history of pre-modern Korean similar feelings about whether they would choose the institution again, with 66.7 percent saying yes, 8.9 percent saying no, and 24.3 percent undecided. Students believed that the main advantage to online surveying was its convenience, though students without computers considered it difficult to find open computers in the campus laboratories. (Contains 15 references.) (SM)

ED 446 513 HE 033 325

Underwood, Daniel; Kim, Heather; Matier, Michael
To Mail or To Web: Comparisons of Survey Response Rates and Respondent Characteristics. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Seniors; Computer Uses in Education; *Electronic Mail; *Evaluation Methods; Higher Education; Minority Groups; Sex Differences; *Student Evaluation; *Student Surveys; *World Wide Web
IDENTIFIERS- *Paper and Pencil Tests

The purpose of this study was to explore issues arising from the proliferation in use of electronic survey methods in higher education. Specifically, it examined whether response rates differed between surveys administered utilizing traditional, mailed, paper-and-pencil instruments and surveys administered utilizing electronic mail (e-mail) and the World Wide Web. A case study approach provided a two-tiered analysis that included intra-institutional and inter-institutional findings. The mailed survey began by sending informational letters to all graduating seniors in the spring semester, then sending a copy of a survey 2 weeks later. Reminders were sent through the mail. The Web survey used an e-mail message to notify the entire freshman and sophomore class of an upcoming survey, then another e-mail to provide the Web address of the survey. Reminders were sent via e-mail. Data analysis indicated that regardless of the survey method used, women responded at greater rates than did men and underrepresented minority students responded at lower rates than did whites, Asian Americans, and international students. The response rate was substantially higher for the mail survey than for the Web survey. (Contains 29 references.) (SM)

ED 446 514 HE 033 326

Cabrera, Alberto F.; La Nasa, Steven M.
Using National Databases To Study the College Choice of Low-SES Students. AIR 2000 Annual Forum Paper.
SPONS. AGENCY- College Board, New York, NY.; Association for Institutional Research.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000). Funded by the College Board, Contract No. 412-13 CB Low Income Students, 24450.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Civil Rights; College Admission; Court Litigation; Diversity (Faculty); Diversity (Student); Educational Legislation; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Higher Education; Minority Groups; Personnel Selection; School Desegregation; Student Financial Aid; Student Recruitment

Legal challenges to affirmative action continue in a variety of contexts within higher education, creating confusion and uncertainty for colleges and universities. This paper examines cases brought in federal court, although other complaints related to affirmative action programs have been filed in state courts and with the U.S. Department of Education's Office for Civil Rights, the U.S. Equal Employment Opportunity Commission, and other federal and state agencies. Statistics show that members of many minority groups are underrepresented within student and faculty ranks throughout higher education, and significant barriers to equal access in higher education remain. The first section presents cases related to student recruitment, admissions, and financial aid, discussing the desegregation context of several cases and looking at cases against federal programs. The next section examines cases related to faculty employment decisions. The final section focuses on cases that have arisen in elementary and secondary education, which have struggled for years with court ordered desegregation. (SM)

ED 446 536 HE 033 371

Baccalaureate Program Transfer Frameworks: Defining the First 60 Hours of Collegiate Education for Transfer Students. Kentucky Public Colleges and Universities, 2000-2001 Academic Year.
PUB DATE- 00
NOTE- 443p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Bachelors Degrees; Higher Education; Public Colleges; *Transfer Students
IDENTIFIERS- *Kentucky

This paper presents a transfer framework for students in Kentucky's public colleges and universities. A transfer framework shows students the courses they would take in the first 2 years of a Bachelor's program. It provides information for students to use in planning a college program if they know they are going to begin at one public institution and transfer to another public institution. In order to make the transfer framework work, students must decide on such things as whether or not they will attend more than one public Kentucky college and what they will major in. They must understand such things as: what the framework includes; what general education means; whether the specialty component of the framework is really special; what is important to pay attention to in the framework; and what is necessary to do besides take all of the courses in the framework. This report provides: a list of Kentucky public colleges and universities; a list of institutional transfer contacts; the transfer frameworks; and an alphabetical index of majors (baccalaureate programs). (SM)

Institute, and the Ford Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cost Effectiveness; *Costs; Data Collection; Educational Finance; *Expenditure per Student; *Expenditures; Full State Funding; Higher Education; *Public Policy
IDENTIFIERS- *Cost Management; Delaware

This collection of papers is the result of a project by the Institute for Higher Education Policy designed to explore the public policy aspects of higher education cost measurement (expenditure analysis). Papers come from a 1-day seminar in 1999 that brought together individuals knowledgeable about cost measurement with institutional leaders and policy experts. Participants were asked to focus on the public policy dimensions of cost measurement; the audiences for cost analysis and the purposes and uses they have for it; the necessity for uniform cost reporting; and whether regulatory solutions are needed at either the federal or state level. A preface reviews the papers and summarizes discussions at the seminar. The papers are as follows: "A View from the States: A Survey of the Collection and Use of Cost Data by States" (Mary McKeown Moak); "The Delaware Study of Instructional Costs and Productivity: A Consortial Approach to Assessing Instructional Expenditures" (Michael F. Middaugh); and "An Alternative Look at the Cost Question" (Dennis P. Jones). A seminar agenda and list of seminar participants are also provided. (SM)

ED 446 556   HE 033 396

e-University Project: Business Model. Consultation.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Foreign Countries; Higher Education; *Internet
IDENTIFIERS- United Kingdom

This report describes the context and goals of the Higher Education Funding Council for England's e-University project to develop Internet-based higher education. It summarizes the proposed business model and outlines next steps in implementing the project. A February 2000 letter announced the project and invited higher education institutions (HEIs) to send information on related activities. A steering group was established, and a business model study was commissioned from PricewaterhouseCoopers (PwC), together with other supporting studies. HEI comments showed the importance of producing a business model enabling a wide range of HEIs and other partners to contribute. PwC produced a model that satisfies this criterion and can deliver e-learning effectively and with high standards. The PwC report views the e-university as an organization that will support the development and delivery of e-programs. It will work with HEIs and other partners to meet project goals. E-universities can have a holding company, operating company, subsidiary companies, small executive, committee for academic quality, program/service providers, and joint venture partners. Benefits to HEIs of working with e-universities include: access to specialist technological and other skills, e-tools, and services and access to global marketing intelligence and global reach. Appended is a list of

This teaching manual helps college faculty understand how to work with diverse students in the classroom. An introductory section defines diversity, discusses teacher attitudes, and suggests where to begin. The 14 chapters are: (1) "Creating Inclusive Classrooms"; (2) "Selected Strategies for Teaching for Inclusion"; (3) "Gender"; (4) "Class in the Classroom"; (5) "African American Students"; (6) "Latino/Hispanic Students"; (7) "Native American Students"; (8) "Asian American Students"; (9) "European American Students"; (10) "International Students"; (11) "Gay, Lesbian, Bisexual and Transgender Students" (12) "Students with Diverse Religious Beliefs"; (13) "Students with Special Physical or Learning Disabilities"; and (14) "Nontraditional Students." The 15 appendixes include tables, lists, and data on: faculty and staff diversity; gender enrollment; minority enrollment; regional information; legal bases for multicultural education; policy goals for equal education; racial harassment; gender equity policy; discrimination and harassment policy; diversity scholarships; human rights and human diversity; campus resources on diversity list; and a university diversity videos catalog. An annotated bibliography is also included. (SM)

ED 446 576 HE 033 416

Trower, Cathy A., Ed.
Policies on Faculty Appointment: Standard Practices and Unusual Arrangements.
PUB DATE- 00
NOTE- 334p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Freedom; Academic Rank (Professional); *College Faculty; Educational Policy; Full Time Faculty; Higher Education; Nontenured Faculty; Probationary Period; Promotion (Occupational); Tenure
IDENTIFIERS- *Faculty Appointments; Post Tenure Review

This collection of papers addresses nine key areas of faculty employment: academic freedom; probationary periods; the definition and locus of tenure; faculty ranks and titles; promotion policies; post-tenure review; dismissal for cause and lesser sanctions; financial exigency and program discontinuance; and employment provisions at institutions without tenure. In each area, the book catalogs the range of provisions denoting norms by Carnegie classification and highlighting unusual or unorthodox policies. The nine papers are: (1) "Freedom in the Academy: Academic Freedom Explored" (Cheryl Sternman Rule); (2) "On Probation: The Pre-Tenure Period" (Jared L. Bleak); (3) "The Tie That Binds: Meaning, Purpose, and Locus of Tenure" (Cathy A. Trower); (4) "Academic Ranks and Titles of Full-Time Nontenure-Track Faculty" (Frances L. Shavers); (5) "Climbing the Academic Ladder: Promotion in Rank" (KerryAnn O'Meara); (6) "After the Big Decision: Post-Tenure Review Analyzed" (Cheryl Sternman Rule); (7) "The Consequences of Misbehavior: A Closer Look at Dismissal for Cause and Lesser Sanctions" (Cheryl Sternman Rule); (8) "Dismissal of Tenured Faculty for Financial Exigency and Program Discontinuance" (Larra K. Couturier); and (9) "Standard Deviations: Faculty Appointment Policies at Institutions Without Tenure" (William T. Mallon). (Chapters contain references.) (SM)

ED 446 577 HE 033 417

NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; *Courses; *English; Foreign Countries; *Foreign Students; *Higher Education; *International Education; *Professional Education
IDENTIFIERS- *Netherlands

In addition to regular degree programs, the Netherlands has been offering another form of higher education for almost 45 years. Advanced courses are conducted in English in what is known as International Education (IE). These advanced courses have traditionally been offered at special IE institutes, but now traditional universities and universities of professional education, called "hogenscholen" in Dutch, are also offering a large number of English courses at various levels. This document describes the Dutch higher education system and its traditional degree programs and IE programs throughout the Netherlands. Both types of universities are increasingly offering courses under an alternative structure that allows students to pursue a traditional Dutch degree or opt for an Anglo-Saxon style bachelor's or master's degree. This booklet lists more than 500 higher education courses offered in English in the Netherlands, grouped by the main focus of the course. The booklet also contains general information about traditional and English-language higher education in the Netherlands, including details about costs and financial aid, housing, visa requirements, and life in the Netherlands. (SLD)

ED 446 598 HE 033 438

Sylvain, Christian
Indirect Costs Reimbursement in the U.S.A.: Facts and Fiction.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; *Financial Support; *Government Role; Higher Education; *Research; Research Universities
IDENTIFIERS- *Indirect Costs; *Reimbursement Programs; United States

This brief clarifies the U.S. system for indirect cost reimbursements to universities for research. In Canada the system of research support derives from historical decisions on federal-provincial roles, and the responsibilities and mechanisms for funding indirect costs is less than clear. When this issue is raised, comparisons with the U.S. system are inevitable, but there are many misconceptions about how the U.S. approach actually works. Although the federal government reimburses the real costs incurred by institutions in conducting federally sponsored research, universities carry substantial financial responsibilities. The rate of reimbursement is negotiated by each institution with one of two government agencies, and this rate is applied to all federal grants received by the institution. As a result, each institution has a different rate. These rates are applied to modified total direct costs, which exclude some to the admissible direct costs such as equipment and subcontracts. The average rate of indirect cost reimbursement in 1997 was 52.3%. Rates have been very consistent during the 1990s despite numerous policy changes. The administrative portion of

(Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Cost Estimates; Expenditure per Student; Higher Education; National Surveys; Parent Financial Contribution; Paying for College; Private Colleges; Public Colleges; Regional Characteristics; Statistical Data; Student Costs; Student Financial Aid; Tables (Data); *Trend Analysis; *Undergraduate Study

This report presents data on college costs from the College Board's Annual Survey of Colleges for the 2000-2001 academic year, as well as trends in costs for the past 30 years and analyses of college prices in relation to family income and available financial aid. Twelve tables and fourteen figures present such data as average fixed charges for undergraduates, sample undergraduate budgets, average student expenses by College Board region, tuition and fees by region and by institution type in constant and current dollars, and cost of attendance at public and private institutions as a percentage of family income. Data highlights include the following: (1) average tuition at public four-year institutions is $3,510, an increase of 4.4 percent; (2) the West offers the lowest tuition rates at public four-year institutions; (3) room and board charges are between 4.2 and 5.1 percent higher than 1 year ago; (4) over the past 10 years, after adjusting for inflation, average public four-year tuition and fees rose 51 percent; (5) almost half of students attending four-year institutions pay less than $4,000 in tuition and fees; and (6) enrollment in postsecondary education has been rising for all income groups. Notes and source information are appended. (DB/EV)

ED 446 619 HE 033 462

Trends in Student Aid, 2000.
PUB DATE- 00
NOTE- 27p.; For the companion report, "Trends in College Pricing, 2000," see HE 033 461.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Federal Aid; Financial Support; Grants; Higher Education; State Aid; Statistical Data; Student Costs; *Student Financial Aid; *Student Loan Programs; Tables (Data); *Trend Analysis; Work Study Programs

This report presents annual data on the amount of financial assistance available to postsecondary students in the form of grants, loans, and work-study. The data cover virtually all federal aid and most state and institutional assistance. Text and 19 tables and figures explain and display a variety of data for the period 1989-90 to 1999-2000. Trend data presented includes aid awarded to postsecondary students in current dollars; aid awarded in constant dollars; average tuition and fee charges; number of recipients and aid per recipient for specific programs; federal need versus non-need aid volume; and total federal outlays on Title IV student aid programs. Appended are two tables that provide loan data from 1963-64 to 1988-89, and additional tables providing loan data. Notes and source information are also appended. (DB/EV)

ED 446 620 HE 033 463

Conflict on Campus: Religious Liberty versus Gay Rights? Center Conversations: An Occasional Publication of the Ethics and Public Policy Center, Number 6.
PUB DATE- 00

(150)
DESCRIPTORS- *Adult Education; *Colleges; Computer Literacy; *Dislocated Workers; *Equal Education; Higher Education; *Lifelong Learning; Training

One of the most significant issues facing colleges and universities today is the growing need for lifelong learning and for coherent strategies to serve the adult learner. The Commission on Higher Education and the Adult Learner has outlined five priorities for adult education that demand attention and action: (1) occupational maintenance, education aimed at helping people do their jobs more effectively; (2) retraining for displaced workers; (3) equal opportunity for all students; (4) eliminating adult illiteracy; and (5) achieving competence in the information age. These five priorities are not an all-inclusive agenda, but they illustrate some areas in which individual institutions might bring their own resources to bear. Educators must examine their own institutions to see how best each can serve the adult learner. A more effective division of labor among the providers of adult education is required. The development of rigorous standards for continuing education programs is needed, as is the recruitment of high quality administrators and faculty. Colleges and university divisions of continuing education must be responsive to new markets and the special needs of adults. Stronger alliances must be built between colleges and universities and other providers of adult education. A final point is that, to meet the needs of adult learners, educators must urge federal, state, and local governments to support continuing education. (SLD)

ED 446 643 HE 033 494

Sparks, Howard
Tradition, Transformation, and Tomorrow: The Emerging Role of American Higher Education. Continuing Education, Occasional Paper No. 2.
PUB DATE- 85
NOTE- 16p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Communication (Thought Transfer); *Continuing Education; Educational History; *Higher Education; Needs Assessment

Throughout its history, the U.S. system of higher learning has been a major influence in the building of a democratic and industrialized United States, and it has provided educational programs to help all classes of citizens improve themselves through learning. Today, the United States is no longer an industrializing nation, and the relevance of higher education is in danger of diminishing. As the United States becomes a technological, automated, information-based society, communication is replacing production as the most important factor in the economy. Higher education has a structure well-adapted to meet a clear set of national needs, but those needs are no longer top national priorities. Major realignments will be necessary. The most important change will be in the nature of the student body served by higher education. In the information age, almost everyone is a student, and adult learners will be an ever more important factor in U.S. higher education. Continuing education programs are a crucial means for the dissemination of new information, and they are among the few reliable means for maintaining professional competence

Koblik the essays are: (1) "The Making of the Liberal Arts College Identity" (Hugh Hawkins); (2) "The Threats to Liberal Arts Colleges" (Paul Neely); (3) "The Future Economic Challenges for the Liberal Arts Colleges" (Michael S. McPherson and Morton Owen Schapiro); (4) "How the Liberal Arts College Affects Students" (Alexander W. Astin); (5)"Affirmation and Adaptation: Values and the Elite Residential College" (Peter J. Gomes); (6) "The Currents of Democracy: The Role of Small Liberal Arts Colleges" (Geoffrey Canada); (7) "Distinctively American: The Liberal Arts College" (Eugene M. Lang); (8) "The American College as the Place for Liberal Learning" (Eva T. H. Brann); (9) "Generating Ideals and Transforming Lives: A Contemporary Case for the Residential Liberal Arts College" (Richard H. Hersh); (10) "Science at Liberal Arts Colleges: A Better Education?" (Thomas R. Cech); (11) "New Approaches to Science and Mathematics Teaching at Liberal Arts Colleges" (Priscilla W. Laws); (12) "'Vortex, Clouds, and Tongue': New Problems in the Humanities" (Christina Elliott Sorum); (13) "Reassessing Research: Liberal Arts Colleges and the Social Sciences" (Susan C. Bourque); (14) "At Home in Our World: The Place of International Studies in Liberal Arts Colleges" (Peter W. Stanley); and (15) "Stability and Transformation: Information Technology in Liberal Arts Colleges" (Diane P. Balestri). (EMS)

ED 446 662   HE 033 514

Mentkowski, Marcia
Learning That Lasts: Integrating Learning, Development, and Performance in College and Beyond. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 536p.; Produced by Marcia Mentkowski and Associates.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Instructional Effectiveness; *Learning Processes; *Learning Strategies; *Lifelong Learning; *Performance; Student Characteristics; *Student Development

"Learning That Lasts" is defined as an integration of learning, development, and performance. This four-part book attempts to clarify how this kind of learning is understood by the learner, how it contributes to the development of the person, and how it is realized through effective performance in work, personal, and civic life. The chapters are: Chapter 1 "Themes and Purposes"; Chapter 2 "Educators' Ways of Knowing about Learning"; Chapter 3 "Student as Learner"; Chapter 3 "Student as Learner"; Chapter 4 "Learner as Developing Person"; Chapter 5 "Graduate as Performer and Contributor"; Chapter 6 "Integrating Domains of Growth through Transformative Learning"; Chapter 7 "Creating the Learning-to-Teaching Connection"; Chapter 8 "Integrating Theory, Research, and Practice"; Chapter 9 "Thinking through a Curriculum for Learning That Lasts"; Chapter 10 "Rethinking Inquiry That Improves Teaching and Learning"; Chapter 11 "Transforming the College Culture toward Learning That Lasts"; and Chapter 12 "Looking ahead." Eleven appendices covering such topics as "Alverno College Ability-Based Learning Program"; "Studies of Longitudinal Perspectives: Interviews with Students and Alumnae"; and "Human Potential Measures through Time: Means and Standard Deviations for Fully Longitudinal Data" are included. Over 500 references, a name index, a subject index, 8 tables, and 16 figures are also included. (EMS)

Education of Northern Ireland (DENI) in 1996-1997 and 1998-1999 to encourage institutions to develop high quality provisions for students with disabilities and to increase the participation in higher education of students with all types of disability. This initiative, the Students with Learning Disabilities and Difficulties (SLDD), encouraged the dissemination of good practice and built on previous special initiatives. Of the 85 bids received form institutions, 31 were selected for funding. Available data, from a variety of sources, suggest that most of the projects have met the majority of their objectives, with some being particularly successful, and a few experiencing difficulties. Two projects have run the risk of providing poor value for money, and some other projects started late, largely because of staff recruitment problems. There is less evidence of program impact outside the immediate environment of student service providers, although the opinion of those involved is that the initiative is also making an impact in these areas, such as academic departments. The adoption of project outcomes to enhance provisions for students with disabilities has been assisted by external pressure on institutions caused by changes in legal and regulatory frameworks. No accurate data exist to determine the extent to which the enrollment of students with disabilities is correlated with particular project outcomes or with the institutions hosting the projects. A number of issues for the future are outlines. Appendixes contain a list of SLLD projects, a discussion of international initiatives focused on students with disabilities, and a discussion of the National Disability Team. (Contains 21 references.) (SLD)

ED 446 682   HE 033 534

Funding Your Education, 2001/2002 = Como Pagar Su Educacion, 2001/2002.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Federal Aid; *Financial Aid Applicants; Grants; Higher Education; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- *Department of Education

This publication, in English and Spanish, describes the student financial aid programs of the U.S. Department of Education. It outlines things a student should ask about a college and discusses paying for college. Federal student aid includes grants, work-study, and loans. Chapters of this guide provide information on the following: (1) "Education after High School"; (2) "Paying Tuition and Other Costs"; (3) "Applying for Financial Aid"; (4) "Eligibility Criteria"; (5) "Important Deadlines"; (6) "Federal Pell Grants"; (7) "Campus-Based Aid Programs"; (8) "Federal Family Education Loans and Direct Loans"; (9) "PLUS Loans (Parent Loans); (10) "Federal Family Education Loan, Direct Loan, and PLUS Questions"; (11) "Contacting Us"; (12) "Reducing the Cost of School"; and (13) "Taking the Next Step." (SLD)

ED 446 683   HE 033 536

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Federal Aid; Grants; Higher Education; Loan Repayment; Paying for College; *Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- Federal Direct PLUS Loan Program; Pell Grant Program; Perkins Loan Program; Stafford Student Loan Program; Supplemental Educational Opportunity Grants

This publication explains what federal student financial aid is and what types of student aid are available. Two introductory sections present: federal student aid at-a-glance (what it is, who gets it, and how to get it) and finding out about student aid. The first section presents general information on the following subjects: student eligibility, financial needs, dependency status, applying, special circumstances, withdrawals, deadlines, and the Federal Student Aid Information Center. The second section discusses types of student aid, including: federal Pell grants; direct and FFEL (Federal Family Education Loan) Stafford loans; PLUS loans (loans for parents); consolidation loans (direct and FFEL); and campus-based programs (federal Supplemental Educational Opportunity Grants, federal work-study, and federal Perkins). The third section examines borrower rights and responsibilities, including tracking one's own loan information from aid approval through closure. A final section presents important terms. (SM)

ED 446 704   HE 033 559

Fiscal Profiles, 2000: The Tenth Annual in a Series of Factsheets about the Financing of California Higher Education.
PUB DATE- 00
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Capital Outlay (for Fixed Assets); *Educational Finance; Elementary Secondary Education; Enrollment Trends; Expenditure per Student; *Financial Support; Higher Education; Private Colleges; Public Education; State Aid; State Government; Tables (Data); Tuition
IDENTIFIERS- *California

This report contains and analyzes statistical information about the financing of California postsecondary education from 1965-66 through 2000-01. It also presents financial and enrollment information on California public elementary and secondary education as well as information on state government in general. An introduction presents changes in the report since last year, highlights of the report, and organization of the report. Profiles look at: state general fund appropriations; the total state spending plan; funding per unit of full-time equivalent student enrollment; appropriations of funds for California higher education; categories of expenditures for the systems; student tuition and fee charges and revenues; state financial aid; capital outlay funds; independent institutions in California and the nation; enrollments in California public postsecondary education; price (inflation) indices, income growth, and system financial support); actual and constant-dollar state-determined funds; Hastings College of the Law and public school support; per-capita spending in California public education; education funding and enrollments in comparison to state funding and population growth; and national comparative higher education appropriations and expenditures. Appended are:

ED 446 725 HE 033 581

Walvoord, Barbara E.; Carey, Anna K.; Smith, Hoke L.; Soled, Suzanne Wegener; Way, Philip K.; Zorn, Debbie
Academic Departments: How They Work, How They Change. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For the full report, see HE 033 589. Prepared in cooperation with Jossey-Bass Publishers.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrative Change; *Change Strategies; *Departments; *Educational Change; Higher Education; *Organizational Change
IDENTIFIERS- ERIC Digests

Academic departments across the nation must reinvent new forms of collegiality and become more outward-oriented, more focused on results, and more entrepreneurial. They must develop new systems to reward their members, enhance productivity, and assure the quality of their work. Change strategies in the literature fall into six categories: (1) change the enrollment; (2) change the type of person in the department, (3) address values by building on them, changing them, or resolving conflicts among them; (4) change or build upon the way the department is structured in terms of its organization, its leadership position, its reward systems, its dispersion of power, or its forums for conversation and decision making; (5) affect the decision-making process in which the department is engaged; or (6) create alternative structures such as institutes or offices of first-year studies to take over some of the department's function. Because departments differ, strategies from these various categories must be shaped to the department's own characteristics. A nationwide initiative to assist departments might offer consulting to departments and institutions. The national initiative would disseminate models of best practice, train department leaders, and conduct research on departmental work and departmental change. (PW)

ED 446 726 HE 033 582

Wood, Patricia A.
Outsourcing in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Prepared in cooperation with Jossey-Bass Publishers.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Contracts; Higher Education; *Privatization; *School Business Relationship
IDENTIFIERS- ERIC Digests

Higher education has increasingly turned to outsourcing to improve service in the face of declining resources. Outsourcing has traditionally been used to operate campus bookstores and dining services and has more recently become a legitimate option for additional campus functions, such as facilities

Underpinning the whole question of access was that farmers had to first value learning as important. Numerical and literacy activities were not prerequisites for learning about QA. Development of self confidence was shown in the values stage of learning. (Contains 25 references.) (YLB)

ED 446 223 CE 080 812

Kilpatrick, Sue; Bell, Rowena
What's Different Away from the Rat Race?: Issues for VET in Non-Metropolitan Australia. CRLRA Discussion Paper Series.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 98
NOTE- 19p.; Paper presented at "VET Research: Influencing Policy and Practice," the Annual Conference of the Australian Vocational Education and Training Research Association (1st; 1998). For related documents in the CRLRA Discussion Paper Series, see CE 080 809-818.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Comparative Analysis; Cost Effectiveness; Costs; Developed Nations; Dropouts; Education Work Relationship; Educational Finance; Educational Planning; Educational Research; Foreign Countries; Job Training; Literature Reviews; Metropolitan Areas; *Nonmetropolitan Areas; Postsecondary Education; *Regional Characteristics; Research Needs; Rural Economics; *Rural Population; *Rural Urban Differences; School Community Relationship; Secondary Education; Teacher Supply and Demand; Values; *Vocational Education
IDENTIFIERS- *Australia

A review of research literature relating to vocational education and training (VET) in non-metropolitan Australia identified issues which differentially impact metropolitan and non-metropolitan Australia and research needs. Findings indicated non-metropolitan Australia is diverse in terms of population density, educational experiences of the population, occupation, and industries for employment. Rural people were less likely to have post-school qualifications, participate in post-school education and training, be employed, and be a professional working in manufacturing, property and business services, or finance and insurance. Rural people were more likely to have left school early, be unemployed or out of the labor force, work in small business, be self-employed or an employer, be a laborer or have other low-skilled occupation, and work in agriculture, forestry and fishing, mining, construction, or tourism. The following seven issues demonstrate differential impact or need further research: local involvement in planning; thin markets; cost of training and measurement of cost and effectiveness; flexible delivery; no tradition of VET or history of valuing education; quality and availability of trainers and assessors; and community sustainability, social capital, and the value of VET to communities. (A 59-item bibliography is appended.) (YLB)

ED 446 224 CE 080 813

Owen, Christine; Pollard, Jennifer; Kilpatrick, Sue; Rumley, Diane
Electronic Learning Communities: Lessons from the Ether. CRLRA Discussion Paper Series.
SPONS. AGENCY- Australian National Training Authority, Melbourne.

Educational Administration; *Educational Finance; Educational Needs; *Educational Planning; Educational Practices; Foreign Countries; *Government Role; Guidelines; *Job Training; Postsecondary Education; Secondary Education; Strategic Planning; *Technical Education; *Vocational Education

This book provides state-of-the-art materials relating to the management and organization of public VET (vocational education and training) systems and suggests a framework for developing the management competence of senior administrators. The book is organized by areas of management function and consists of 6 modules with 19 learning units. Module 1, "Managing the Government Role in VET," reviews approaches to deciding the degree of government involvement in the provision of vocational education and training. Module 2, "The Management Concept of VET," reviews recent trends involving a division of responsibility between policymakers, advisors, and administrators, as well as the role of contractual management arrangements. Module 3, "VET Management and Organizational Structures," looks at patterns of organization and management structures in vocational education and labor market training systems. Module 4, "VET Target Setting and Planning," describes approaches to setting national objectives and addresses strategic and operational planning. Module 5, "Financing VET," suggests a structure for funding mechanisms and reviews schemes for financing vocational education, labor market training, and government-regulated financing of training in enterprises. The last module, "Guiding Training Providers," describes the framework that needs to be established by governments to ensure the productive operation of public VET providers. Each training module includes illustrations of VET management practice in both industrialized and developing countries. The book lists 121 references. (KC)

ED 446 240   CE 080 840

Leinicke, Will; Francisco, Chris
Credentialing Adult Educators in Illinois: A White Paper for the Field.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Adult Education and Literacy Section.
PUB DATE- 00
NOTE- 43p.; Funded through the Federal Adult Education Act, P.L. 100-297.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Educators; *Credentials; Knowledge Base for Teaching; *Mandatory Continuing Education; *Professional Continuing Education; *Professional Development; State Programs; *Teacher Certification; Teacher Competencies; Teacher Education Curriculum; Teacher Evaluation; Teacher Qualifications
IDENTIFIERS- *Illinois; 353 Project

An advisory committee oversaw and guided an investigation of credentialing adult education instructors in Illinois. At its direction, a series of focus group inquiries were conducted into issues surrounding the development of a system of professional credentialing. Requirements varied widely in 13 states found to have some form of mandatory credentialing process; options were available in most states with credentialing programs. Essential elements were identified. Focus group discussions identified these three major challenges in instituting a credentialing system: ensuring that all adult progress report on the current work plan includes ANTA's vision, mission statement, national objectives, and annual national priorities. It describes the tapestry approach that steers ANTA away from concentrating on activities and instead focuses on clients. It lists four themes--engaging industry, National Training Framework, national outcomes, lifelong learning pathways--and six enablers or key steps in business planning and management to support the themes. A progress report outlines the objective and outcome of each theme, planned outputs to be achieved, and progress toward achieving the goals. ANTA's client service charter and achievements are then described. Two sections provide information on lead agents and ANTA staff. The final section discusses financial management and accountability. Appendixes amounting to about one-third of the report include financial statements and an index. (YLB)

ED 446 255 CE 080 857

Annual National Report of the Australian Vocational Education and Training System, 1999. Volume 1: National Overview and Volume 2: Commonwealth, State & Territory Achievements.
PUB DATE- 99
NOTE- 183p.; For a related document from ANTA, see CE 080 856. For Volume 3, see CE 080 858.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Basic Education; Adult Education; Annual Reports; *Apprenticeships; *Corporate Support; Developed Nations; Disabilities; Educational Administration; Educational Change; *Efficiency; Females; Foreign Countries; Indigenous Populations; Job Training; Lifelong Learning; *Literacy Education; Marketing; National Programs; National Standards; Needs Assessment; Nontraditional Occupations; Numeracy; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; *Vocational Education; Womens Education
IDENTIFIERS- *Australia

This three-volume report provides a comprehensive picture of the vocational education and training system in Australia, its key policies, initiatives undertaken and achievements during 1999. This publication is composed of volumes 1 and 2. Volume 3 is available separately. Volume 1, National Overview, describes the national vocational education and training system. The first seven sections each focus on one of the agreed annual national priorities and achievements in that area. The priorities are: implementing New Apprenticeships; achieving diversity and flexibility to meet client needs; improving language, literacy, and numeracy skills; implementing the National Training Framework; increasing industry investment in training; providing greater opportunities and improved outcomes for underrepresented clients; and achieving greater efficiency. A final section discusses national programs and allocations to them. Volume 2, Commonwealth, State, and Territory Achievements, contains reports from each jurisdiction of their achievements against the systems's agreed seven annual national priorities. The sections cover the Commonwealth; New South Wales; Victoria; Queensland; South Australia; Western Australian; Tasmania; Northern Territory; and Australian Capital Territory. (YLB)

ED 446 256 CE 080 858

Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Decision Making; Definitions; *Education Work Relationship; *Educational Needs; *Educational Objectives; Educational Policy; Educational Principles; *Employment Qualifications; Foreign Countries; Futures (of Society); Holistic Approach; Humanization; Integrated Activities; *Lifelong Learning; Literature Reviews; Policy Formation; Postsecondary Education; Vocational Education
IDENTIFIERS- Australia

The resurgence of "lifelong learning" has renewed consideration of the nature of "working knowledge." Lifelong learning has many aspects, including construction and distribution of individuals' very self-hood, educational institutions' role in capturing informal experiences, and the juggling required between family and work-based responsibilities. Prominent themes in the literature on lifelong learning include the following: the whole person at work, the workplace and the "eros of learning"; the new practical learning; and practical judgments and the whole person. According to a review of the literature on lifelong learning and interviews with two practicing lifelong learning professionals, working knowledge in its "whole person" or organic form will be marked by the following aspects: (1) the contingent (the informal, nonroutine, and capricious nature of daily work is overtly decisional); (2) the practical (the need to solve problems efficaciously is paramount); (3) the process (Schonian reflection-on-action has generated expectations of professional growth); (4) the particular (the need to address the here and now with compromise is accepted); and (5) the affective and social domains (judgments are primarily value judgments because which cognitive considerations are entertained depends on whether they can be made sense of cognitively, emotionally, and ethically). (Contains 48 references.) (MN)

ED 446 274 CE 080 892

Goodear, Lyn
Flexible Delivery Is Not Simply a Question of Technology.
PUB DATE- 00
NOTE- 30p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Case Studies; Clerical Workers; Competence; Competency Based Education; Computer Uses in Education; *Delivery Systems; *Education Work Relationship; Educational Objectives; Educational Philosophy; Educational Principles; Educational Technology; Flexible Progression; Foreign Countries; *Instructional Effectiveness; Internet; Managerial Occupations; Models; National Standards; Office Occupations; *On the Job Training; Online Systems;

Tapping a Potential for the Good of All.
PUB DATE- 00
NOTE- 17p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Planning; Comparative Analysis; Developed Nations; Developing Nations; *Economic Development; Education Work Relationship; *Educational History; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; Individual Development; Nationalism; Outcomes of Education; Postsecondary Education; *Role of Education; Student Attitudes; *Student Educational Objectives; *Traditionalism; Vocational Education; Womens Education
IDENTIFIERS- Jordan; Sweden; Syria

Historically, the spread of universal formal mass education in the West is closely linked to emergence of nation-states. This is also true of the Third World. The salient feature of education today is that it reflects a model of society in which citizens, including children, are seen as a potential to be tapped for development of the nation, as well as of its individual members. In Syria, education has expanded tremendously in scope and scale. The importance of education in Jordan can be shown by the simple fact that out of around 4 million inhabitants in 1991, almost 2 million were pupils. Comparison of essays written by students in Syria, Jordan, and Sweden shows that Middle Eastern pupils' essays reflect what they have been taught to see as desired and desirable goals, and the pupils stress unanimously their duty towards national development. Swedish pupils are very different. None seem to have any particular national aspiration; few have any clear educational plan. Pupils in Syria and Jordan are educationally geared toward higher education despite needs in vocational careers. The Middle East has a fairly low participation of its educated women in the work force. Swedish women are, according to educational authorities, too traditional in program choice in higher education. Swedish students are confident in their future plans, but Middle Eastern students feel cheated since jobs suited to their educational levels are not available. (12 endnotes) (YLB)

ED 446 291 CE 080 914

Hung, Cheung Yun
Learning Knows No Borders.
PUB DATE- 00
NOTE- 9p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Cultural Exchange; Engineering; *Exchange Programs; Foreign Countries; Global Approach; Institutional Cooperation; Integrated Curriculum; *Interdisciplinary Approach; International Cooperation; *International Educational Exchange; *Management Development;

associated with these crimes, they can be psychologically devastating to the victim. New approaches to responding to hate crimes have been developed, including penalty-enhancement strategies and educational programs for perpetrators. Efficacy of the proposed approaches in modifying the attitudes and behaviors of perpetrators is questionable, and many of these programs do little to address the needs of the victims. Victim-offender mediation is explored as a strategy for intervening between the adolescent offenders who commit racially motivated hate crimes and the victims of these offenses. It is suggested that in comparison to the current responses to hate crimes, this approach will offer greater benefits for victims, offenders, and society. (Contains 14 references.) (Author/JDM)

ED 446 311   CG 030 428

Jones, Elizabeth M.
Design and Implementation of a Large-Sample Study of Schools.
SPONS. AGENCY- Department of Justice, Washington, DC. National Inst. of Justice.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 4-8, 2000). This paper is abstracted from a longer report of the National Study of Delinquency Prevention in Schools (G. Gottfredson, D. Gottfredson, Czeh, Cantor, Crosse, and Hantman, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Behavior Problems; *Elementary Schools; Elementary Secondary Education; *Evaluation; Prevention; Program Development; *Secondary Schools; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- Drug Abuse Resistance Education Program

This paper describes a study undertaken to develop a comprehensive account of the levels of problem behavior in U.S. schools. It was designed to assess the nature, extent, and quality of prevention and intervention activity directed at problem behaviors in a representative sample of the nation's schools. Five kinds of information were collected: (1) examples were collected of prevention and intervention models being used; (2) principals identified activities their schools had in place to prevent delinquency, drug use, and other problem behaviors; (3) individuals knowledgeable about school prevention activities were surveyed to obtain detailed descriptions of specific prevention activities; (4) teachers and students were surveyed to obtain reports of their own participation in prevention activities; and (5) principals were surveyed a second time about disciplinary actions and crime in their schools. Activity questionnaires were used to obtain detailed descriptions of the nature, level, and quality of implementation of specific prevention activities. From the total sample of more than 17,000 prevention activities identified, one activity in each of 14 categories was sampled. Questionnaires were sent for about 7,100 activities and 3,700 were completed. All D.A.R.E. and peer mediation programs were sampled. (Contains 1 reference and 6 figures.) (JDM)

ED 446 312   CG 030 429

Gottfredson, Denise G.
School Climate, Population Characteristics, and Program Quality.

tumultuous years when they begin to learn more about themselves. Establishing a rapport and building a relationship are key first steps for school counselors working with adolescents and their career aspirations. Individuals and counselors often find that navigating career information can be both complicated and time consuming. The National Occupational Information Coordinating Committee (NOICC), together with the state Occupational Coordinating Committees (SOICCs), contributes an Internet database of information and links to other sites that further enhance career knowledge. The North Carolina SOICC, in collaboration with the North Carolina Department of Public Instruction and the Commission on Workforce Preparedness/Job Ready, has been in the process of integrating CX-Online into schools statewide since 1997. This digest provides suggestions for how to get started with a computer-based counseling program, how to use CX-Online daily, and how to keep the program going year-to-year. (MKA)

ED 446 333   CG 030 472

Granello, Paul F.
Historical Context: The Relationship of Computer Technologies and Counseling. ERIC/CASS Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computers; Counseling; *Counselor Role; *Ethics; Psychotherapy; *Social History; *Technology

Computers have been around since 1946. The relationship between computers and counseling, and in a wider sense psychotherapy, has existed for decades. The impact of computer technologies on counseling has changed over time. The purpose of this digest is to summarize and review the historical events of the counseling-computer relations. This will help provide a context for counselors in which to reflect on their use of computer technologies in the future. Counselors have not avoided engagement with computer technologies but have become more involved with them as they have become a more plentiful resource and more user friendly. Counselors have used computers for therapeutic and educational purposes. In addition to learning to use the technology, counseling as a profession must cope with the many ethical questions that arise from implementing computer mediated training and therapy. Counselors may have a unique role to play in that they are not simply consumers of computer technology but also social advocates for its humane application. (MKA)

ED 446 334   CS 217 279

Cashion, Carol; Fischer, Diana
"Oliver Twist": A Teacher's Guide.
PUB DATE- 00
NOTE- 26p.; ExxonMobil Masterpiece Theatre presents "Oliver Twist."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Attainment; *Educational Vouchers; Elementary Secondary Education; Low Income Groups; Peer Influence; *Poverty; *Private Education; Private Schools; Public Schools; *Racial Differences; *Student Improvement; Teacher Student Ratio

In 1998, the Keystone Research Center published a comprehensive review of research on two high-profile ideas for raising educational achievement: lowering class size in the early grades and instituting private school vouchers. This report presents a research update, emphasizing results since early 1998. Over the past 2 years, the evidence on the achievement benefits of lowering class size in grades K-3 has grown stronger. The report discusses the Tennessee Student-Teacher Achievement Ratio program and the Wisconsin Student Achievement Guarantee in Education program. Evidence that private school vouchers raise student achievement remains weak. This report discusses the Milwaukee Parental Choice Program and the Cleveland Scholarship and Tutoring Program--two programs dealing with voucher issues. It also discusses implications of reducing class size for Pennsylvania. (Contains 85 references.) (DFR)

ED 446 355 EA 030 641

Shinners, Kathleen D.
Out of the Trenches: When Public and Private Schools Collaborate.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Cooperative Education; *Educational Cooperation; Elementary Secondary Education; *Participative Decision Making; Private Education; *Private Schools; *Public Schools
IDENTIFIERS- American Educational Research Association

Collaborations are usually developed on a school-to-school basis, and, at present, no vehicle is used for identifying or monitoring them. Little is known about what kinds of collaborations exist, and how many are true "collaborations" (as opposed to "cooperations and "coordinations"). Additionally, very little is known about the structures that need to be in place for collaborations to work and the factors contributing to their success. This study attempts to fill this void by surveying the landscape of existing public/private collaborations, by describing their types, by assessing the degree to which the arrangements are truly collaborative, and by considering factors that contribute to success. Findings indicate that structure influences the success of public/private school partnerships. Collaborations, the most structured type, have more qualities that contribute to a higher degree of mutuality among members. Collaborations have the most successful environments, fewest restrictions to success, and the most positive responses to those restrictions in contrast to cooperations (in all cases) and coordinations

NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Problems; *Conflict Resolution; *Crisis Intervention; *Crisis Management; Discipline; Elementary Secondary Education; Financial Support; Legislators; *Public Schools; *School Safety; *School Security; Suspension

This book attempts to dispel the myths and misconceptions surrounding the lessons learned from national school violence crises and shifting security threat trends. Its objective is to deliver balanced, practical, and cost-effective steps for preventing and managing school crises, including how to recognize "red flag" warnings of potential violence; how to avoid the pitfalls of "profiling"; how to coordinate with police, fire, and other public safety agencies; how to access, manage, and record threats of violence; how to form crisis teams; how to identify roles for key members; how to prepare guidelines for managing natural and man-made crises, conduct evacuation, lockdowns, and crisis exercises; and how to assess and enhance school communication capabilities. The book includes comprehensive resources: a detailed checklist for safe school planning, critical questions for selecting school security consultants, sample crisis scenarios, and an outline of minimum crisis guideline components. (Contains 20 references.) (DFR)

ED 446 378 EA 030 672

Ricken, Robert; Simon, Richard; Terc, Michael
The High School Principal's Calendar: A Month-by-Month Planner for the School Year.
PUB DATE- 00
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Problems; *Fund Raising; *High Schools; *Planning; *Principals; *Public Schools; *School Administration

This book has been developed for both new and experienced principals; it lays out everyday challenges and administrative necessities to help principals plan strategically for the academic year. This work provides a month-to-month guide to make the school year run smoothly from opening to closing. Chapters cover key tasks for each month beginning in July: overview of tasks; communications--letters, memos, correspondence, media relationships; planning--workshops, orientations, field trips, fundraising activities; personnel--assignments, schedules, rosters, tenure recommendations; and checklists to monitor progress with an assortment of tasks for each month. These checklists offer flexibility for modification, and the monthly calendar helps busy administrators avoid reinventing the wheel each year. Appendices include sample documents, teachers' manual index, and various memos covering fundraising, building security, class elections, locker cleanup, weekly memo, orientation agenda, and emergency drills, among others. (DFR) focuses on identification of eligible students, including the referral process, obtaining reasonable accommodations and services, the distinction between "health" and "medical" services, and composition of the Section 504 team. The next section addresses application of Section 504 to transition issues, enforcing Section 504, filing individual complaints with the Office for Civil Rights, and resolving complaints. The final section addresses collaboration and considers Title V referrals, expertise for school personnel, providing or contracting for direct health care services, providing care coordination, and building an infrastructure for children with special health care needs. (DB)

ED 446 400 EC 308 088

Schulzinger, Rhoda
State Title V Rehabilitation Services: The Federal Law & How States Implement It. Healthy & Ready To Work (HRTW) Policy Brief.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Block Grants; *Disabilities; Education Work Relationship; Eligibility; *Federal Legislation; *Federal State Relationship; Health Services; Referral; *Rehabilitation; Transitional Programs
IDENTIFIERS- *Social Security Act Title V; Supplemental Security Income Program

This document reviews legislative changes in the Social Security Act State Title V programs to improve maternal and child health, including provision of rehabilitative services to children and adolescents eligible for Supplemental Security Income (SSI) and describes how state agencies are serving this population. An introductory section explains the SSI/Disabled Children's Program, the new statutory referral process, state guidance/program regulations (developing individual service plans, providing services, and coordinating with other agencies), and the legacy of SSI/Disabled Children's Programs. The next section focuses on the Maternal and Child Health block grant program including 1981 legislative requirements, 1989 legislative requirements, ongoing responsibility for SSI beneficiaries, the state program role, the role of the Federal Division of Services for Children with Special Health Needs, and block grant performance measures. The third section addresses current provisions of rehabilitative services by Title V programs including the definition of "rehabilitative services", services to help children learn, and services to help young people transition from school to work. A concluding section identifies some future issues. (DB)

ED 446 401 EC 308 089

Shapland, Ceci
Sexuality Issues for Youth with Disabilities and Chronic Health Conditions. Healthy & Ready To Work (HRTW) Policy Brief.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 24p.

DESCRIPTORS- *Design Requirements; *Educational Facilities Design; Elementary Secondary Education; Public Schools; *School Health Services

This paper addresses the key elements for designing school health centers, the emergence of school-based health clinics and the minimum requirements these facilities should have, and the basic principles to remember when designing school health centers. The paper's focus concerns the nurse's office and the school-based health clinic. Additionally highlighted are the types of school health centers and their importance. (GR)

ED 446 425 EF 005 868

Butin, Dan
Science Facilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; *Educational Facilities Design; Educational Trends; Elementary Secondary Education; Science Education; *Science Facilities

This paper discusses the components of key spaces found within elementary and secondary school science facilities, and highlights the common design features that facilitate quality science instruction in these areas. Three educational trends that have shaped today's school science education are also examined. Common design features highlighted involve the promotion of safety, the integration of the natural environment into the classroom, and the fostering of curiosity and creativity. (Contains 13 references.) (GR)

ED 446 426 EF 005 869

Butin, Dan
Student Commons.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; *Educational Facilities Design; Educational Trends; Elementary Secondary Education; Public Schools; Student School Relationship

This paper addresses the student commons area in terms of its use as a social space for student or instructional space, and covers the common design principles that all commons areas should have. Included are brief comments on educational trends that have fostered the growth of commons areas. Highlighted design principles that should be included in all common areas present areas that convey a sense of place and belonging for students, balance the pragmatic maintenance/organizational concerns of the administration with the psycho social needs of students, and make the student commons a true learning environment. (GR)

ED 446 427 EF 005 870

Butin, Dan

Instruction; *Second Language Learning; *Ukrainian; Uncommonly Taught Languages; Vocabulary Skills; Workbooks; *Writing Exercises; Writing Instruction; Writing Skills

One of four intermediate-level student activity books in a series, this book offers a selection of exercises, word-games, puzzles, cartoons, sentence-completion and vocabulary-building activities in modern Ukrainian. It is intended for both heritage language and second language learners. There is a brief word list in the back of each book. "Deeds and Doers: Answer Key to Student Activity Book" is appended. (CNP)

ED 446 447 FL 026 462

Boruszczak, Bohdan, Comp.; Yaremko, Halina, Comp.
Rishennia: uchnivs'Kyi zoshyt = Decisions: Student Activity Book. Collage: A Ukrainian Language Development Series.
PUB DATE- 00
NOTE- 95p.; Series sponsored by Alberta Learning, Language Services Branch. Financial Support for College 1 level by Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; Foreign Countries; Heritage Education; Instructional Materials; Learning Activities; Pattern Drills (Language); Reading Materials; *Second Language Instruction; *Second Language Learning; *Ukrainian; Uncommonly Taught Languages; Vocabulary Skills; Workbooks; *Writing Exercises; Writing Instruction; Writing Skills

One of four intermediate-level student activity books in a series, this book offers a selection of exercises, word-games, puzzles, cartoons, sentence-completion and vocabulary-building activities in modern Ukrainian. It is intended for both heritage language and second language learners. There is a brief word list in the back of each book. "Decisions: Answer Key to Student Activity Book" is appended. (EV)

ED 446 448 FL 026 463

Boruszczak, Bohdan, Comp.; Jaremko, Helen, Comp.
Konflikty: uchnivs'kii zoshyt = Conflict: Student Activity Book. Collage: A Ukrainian Language Development Series.
PUB DATE- 00
NOTE- 97p.; Series sponsored by Alberta Learning, Language Services Branch. Financial Support for College 1 level by Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; Foreign Countries; Heritage Education; Instructional Materials; Learning Activities; Pattern Drills (Language); Reading Materials; *Second Language Instruction; *Second Language Learning; *Ukrainian; Uncommonly Taught Languages; Vocabulary Skills; Workbooks; *Writing

points in their response to the paper, "Increasing Degree Opportunities for Ontarians." First, quality reviews for degree programs offered by private institutions should be rigorous and maintain current quality standards for Ontario. Second, no public subsidies should be paid to private institutions. Third, the application for degree-granting status and the conduct of the reviews should be procedurally transparent. Last, the standards for college Applied Degrees should be different from those for university degrees. Also discussed in this paper, the Council responds to the Minister's specific questions regarding the QAB, the Applied Degree Pilot Project, new Ontario-based private institutions, and new taxpayer and student protection measures. One appendix outlines the Middle States Association Standards for Accreditation. (HB)

ED 446 470 HE 033 224

Smith, David C.
"How Will I Know If There Is Quality?" Report on Quality Indicators and Quality Enhancement in Universities: Issues and Experiences.
PUB DATE- 00
NOTE- 40p.; For companion report, "Will There Be Enough Excellent Profs?" by the same author, see HE 033 225.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Planning; Educational Policy; *Educational Quality; Enrollment Trends; Evaluation Criteria; Evaluation Methods; Faculty Recruitment; Foreign Countries; Higher Education; *Institutional Evaluation; Program Effectiveness; Research; Standards; *Universities
IDENTIFIERS- Council of Ontario Universities

In this paper presented by the Council on Ontario Universities, quality indicators are considered in light of their relationship to the challenges Ontario's universities expect to face in the next decade. These challenges include a surge in enrollment; the need for new, first-rate faculty; and Ontario's potential role in leading innovation and research. The report makes five recommendations in the following five areas to policymakers and planners in Ontario's higher education arena regarding quality indicators and quality enhancement. First, Ontario's universities are at a critical juncture in the quality of their work, and in striving to enhance quality, they face major challenges. Second, quality refers to excellence in the work of universities. It is considered in terms of the institution, academic program or department, and the university sector. Third, quality indicators refer to evidence of characteristics associated with quality and overlap with performance indicators. Fourth, the paper looks at Ontario's specific experience with indicators at three levels. Lastly, international perspectives on quality are considered. One appendix is included. (HB)

ED 446 471 HE 033 225

Smith, David C.
"Will There Be Enough Excellent Profs?" Report on Prospective Demand and Supply Conditions for University Faculty in Ontario.
PUB DATE- 00
NOTE- 46p.; For companion report, "How Will I Know If There Is Quality?" by the same author, see HE 033 224.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

higher education, and addresses these issues within the context of educational administration, using a literature-review approach as well as a discussion of the major religious elements of Korean cultural history. (HB)

ED 446 493 HE 033 285

Robinson, Le'Etta
Tuition and Student Fees, First-Year Medical School Students, 1999-2000.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; Colleges; Costs; *Fees; Higher Education; Medical Education; *Medical Schools; Statistical Data; *Student Costs; Tables (Data); *Tuition; Universities

The 21st Annual Tuition and Fees Report details each institution's tuition and fee charges for the school year 1999-2000. Data in the report were gathered from the Tuition and Student Fee Questionnaire. For the 1999-2000 school year, a total of 124 accredited U.S. medical schools reported tuition and fee data. Resident and non-resident tuition and fees are listed for both public and private schools. For the majority of the private medical schools, resident and non-resident tuition rates are the same. Table 1 compares tuition and fee ranges, medians, and averages for all U.S. medical schools within the prior year. Table 2 provides an alphabetical listing of public medical schools and their charges for tuition and fees. Table 3 provides an alphabetical listing of private medical schools and their charges for tuition and fees. (HB)

ED 446 494 HE 033 286

AACN White Paper: Distance Technology in Nursing Education.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computers; *Distance Education; Educational Media; Educational Planning; Educational Technology; Educational Trends; Higher Education; Hypermedia; Instruction; Internet; *Nursing Education; Technology

Technological advances have increased opportunities for nursing education, affording increased collaboration among nursing faculties in teaching, practice, and research. In an era when nurses are in demand, technology may help the profession educate nurses, prepare future educators, and advance the science of nursing. Several factors should be addressed by schools and other stakeholders. First, superior distance education programs require a substantial financial investment. Second, planners should consider coordination, compatibility, and hardware upgrades for multi-site communications. Third, intellectual property, copyrights, and privacy are key issues in electronic media. Fourth, technology-mediated teaching can change the way teaching and learning take place. Lastly, distance education increases competition among institutions. An appendix outlines Guidelines for the Use of Distance Technology in Nursing Education. (HB)

DESCRIPTORS- Academic Ability; Academic Aspiration; *College Applicants; College Bound Students; Grade 8; Higher Education; *Low Income Groups; Parent Child Relationship; Parent Participation; Secondary Education; Secondary School Students; Socioeconomic Status

IDENTIFIERS- National Education Longitudinal Study 1988

This study investigated how economically and sociologically underprivileged students readied themselves for college, highlighting factors affecting the lowest socioeconomic status (SES) students' chances to: secure college qualifications, graduate from high school, and apply to four-year institutions. Data from the 1998 National Educational Longitudinal Study were used to examine the three tasks. A model was developed to portray the college choice process as the by-product of interrelated influences beginning in 8th grade and continuing until college enrollment. The influences included: academic ability, amount and quality of parental involvement/encouragement, early educational and occupational aspirations, acquisition of college qualifications, and availability of information about college. Most of the lowest SES 8th graders had parents with no college experience and were exposed to factors placing them at risk of dropping out of high school. About 81 percent of 8th graders who completed the three tasks enrolled in college by 1994. Securing college qualifications correlated with SES, with the lowest SES students least likely to secure minimal qualifications. Parental involvement, early planning for college, and experiencing at-risk factors most affected students' chances of becoming college qualified. Rate of graduation from high school correlated and college application rates varied in direct relation to SES. (Contains 61 references.) (SM)

ED 446 515 HE 033 345

Castro, Claudio de Moura; Levy, Daniel C.

Myth, Reality, and Reform: Higher Education Policy in Latin America.

PUB DATE- 00

NOTE- 107p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Administration; *Educational Change; Educational Development; Educational Environment; *Educational Improvement; *Educational Policy; Educational Quality; Foreign Countries; *Higher Education

IDENTIFIERS- *Latin America

This book attempts to make sense of the dynamics in higher education in Latin America and the Caribbean, examining institutions, rules, incentives, and functions. The analysis of the diverse experience of higher education in Latin America is linked to suggestions for policy reform. In particular, the book addresses principal myths that mischaracterize both the experience and the policies that could bring about positive reforms. Following the introductory chapter, Chapter 2, "Mixed Performance," offers a brief assessment of the accomplishments and shortcomings of higher education in Latin America. Chapter 3, "Differentiated and Complex Systems," provides a historical sketch of how the traditional university evolved into an array of activities that are often poorly served by present policy. Chapter 4, "A Typology of Distinguishing Myth from Reality," presents a typology of the key functions of higher education--academic leadership, professional development, technological

ED 446 537 HE 033 372

Neville, Kate
The Quest for Diversity without Racial Preferences: Higher Education after Hopwood. Special Report.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *College Admission; *Diversity (Student); Elementary Secondary Education; Enrollment Trends; Federal Aid; Higher Education; Hispanic American Students; Minority Groups; *Selective Admission; Socioeconomic Status; State Aid; State Legislation; *Student Financial Aid
IDENTIFIERS- African Americans; *Hopwood v Texas

After the Supreme Court declined to hear the Hopwood case in 1996, Texas became one of the first states forced to consider how to promote diversity in higher education without giving preferences by race and ethnicity in student aid and admissions. The situation in Texas may change as the Hopwood decision is reviewed by several entities, though currently, Hopwood and its interpretation by the Attorney General remain the law, and similar restrictions are being implemented nationwide. Promoting diversity in higher education poses challenges for Texas, and although the Hopwood decision concerned students denied admission to the University of Texas Law School, it has been applied to all public undergraduate and graduate higher education statewide. This report highlights undergraduate admissions and aid as follows: "Hopwood Developments"; "Past Legislative Action in Texas Re: Hopwood and Financial Aid"; "Results and Recommendations of Studies Conducted in Texas" (shift to socioeconomic factors and need for improved K-12 capacity, higher education outreach, and additional financial aid); "Federal Financial Aid"; "Other States' Financial Aid Programs"; "Federal Outreach Programs"; "Other States' Outreach Programs"; "Post-Hopwood UT and A&M Aid and Outreach"; "Pending Texas Legislation"; and "Challenges of Retention, K-12 Preparation, and Financing." (Contains 65 references.) (SM)

ED 446 538 HE 033 373

Managing the Transition Experience: A Bridge between the First and Senior Years.
PUB DATE- 95
NOTE- 25p.; Paper presented at the National Conference, Students in Transition: Critical Mileposts in the College Journey (Dallas, TX, November 9-11, 1995). Publication list prepared by Philip D. Gardner. Some sections are not formatted well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; Cognitive Style; College Students; Education Work Relationship; Grade Point Average; Higher Education; Interpersonal Competence; Interpersonal Relationship; Personality Traits; Problem Solving; Socioeconomic Status; *Student Characteristics

This paper proposes linkages between the first year and the senior year of college, looking at the results of a workplace readiness assessment. The study was based on the assumption the e-University Steering Group. (SM)

ED 446 557 HE 033 397

Business Model for the e-University: Annexes. Report.
SPONS. AGENCY- Higher Education Funding Council for England, Bristol.
PUB DATE- 00
NOTE- 73p.; For the main report, see HE 033 398. "Report to HEFCE by PricewaterhouseCoopers."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Foreign Countries; Higher Education; *Internet
IDENTIFIERS- United Kingdom

This document contains the appendixes to a publication by the Higher Education Funding Council for England (HEFCE), "Business Model for the E-University: A Report to the HEFCE by PricewaterhouseCoopers." The four appendixes are: (1) "Examples of E-Initiatives in Higher Education"; (2) "Options for the Corporate Structure of the E-University"; (3) "Learning Products and Services" (learning materials and the learning environment, production of learning materials, commissioning of courseware, and supporting online learning); and (4) "Technology Aspects" (e-learning technology, e-university operations, and Internet trends). A list of acronyms is also provided. (SM)

ED 446 558 HE 033 398

Business Model for the e-University. Report.
SPONS. AGENCY- Higher Education Funding Council for England, Bristol.
PUB DATE- 00
NOTE- 53p.; For the appendices, see HE 033 397. "Report to the HEFCE by PricewaterhouseCoopers."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Foreign Countries; Higher Education; Internet
IDENTIFIERS- United Kingdom

This report describes a British study designed to produce a business model for an e-university, a concept that did not previously exist. Part 1, "Aims and Objectives," describes the background of the effort, the challenge to the United Kingdom, goals, and objectives. Part 2, "The Business Model," describes: the basic concept; markets, courses, and modules; content design, production, and procurement; learner support; coherence and awards; learner choice and advice; technological underpinning; ownership and structure; corporate functions; revenue opportunities and headline costs; initial markets; and development of a distinctive brand to attract and maintain a significant share of the e-learning marketplace. Part 3, "Conclusions and Next Steps," notes that the e-university will consist of a set of facilities, devices, and mechanisms to enable potential consumers to access the best of United Kingdom higher education. It describes the next steps as falling into four phases: consultation, development, implementation, and launch. Appended in a separate document are: examples of e-initiatives in higher education, options for the corporate

Zimmerman-Oster, Kathleen; Burkhardt, John C.
Leadership in the Making: Impact and Insights from Leadership Development Programs in U.S. Colleges and Universities. Executive Summary.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Higher Education; *Leadership Training; *Program Effectiveness; Young Adults

Between 1990 and 1998, the W.K. Kellogg Foundation funded 31 projects focused on leadership development in college-age young adults. This summary report presents an overview of the results from an external retrospective evaluation of approximately 60 percent of the funded projects, primarily those based in higher education institutions. It begins by describing the evaluation methodology, followed by a description of the evaluation outcomes from four components: (1) archival review, survey, interviews, and site visits; (2) grantee evaluation results; (3) short-term impact evaluation (the Penn State Erie Evaluation Project); and (4) long-term impact evaluation (the UCLA Higher Education Research Institute Analysis). The report then discusses the hallmarks of exemplary projects, grouped into four categories: context, philosophy, sustainability, and common practices. Examples of exemplary projects are also included. (EV)

ED 446 578 HE 033 418

Goldman, Charles A.; Williams, T.
Paying for University Research Facilities and Administration.
SPONS. AGENCY- Office of Science and Technology Policy, Washington, DC.
PUB DATE- 00
NOTE- 99p.; Produced with David M. Adamson and Kathy Rosenblatt.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Facilities; Federal Aid; Financial Support; *Government School Relationship; *Grants; Higher Education; *Operating Expenses; Research; *Research Administration; *Research Universities
IDENTIFIERS- *Indirect Costs; Sponsored Research

In 1998, Congress directed the White House Office of Science and Technology Policy (OSTP) to conduct an analysis of issues related to the ways universities recover the facilities and administrative costs (also known as indirect costs) they incur when performing research under federal grants and contracts. At OSTP's request, the RAND Science and Technology Policy Institute prepared this report to present information on facilities and administrative costs in U.S. higher education. The report, which may be of interest to scientists, higher education administrators, and federal, state, and local governments, addresses the issues raised by Congress. It presents factual information and analysis of alternatives rather than taking positions on policy options. (Contains 51 references.) (EV)

ED 446 579 HE 033 419

Entrance Counseling Guide for Borrowers. Revised .
PUB DATE- 00
NOTE- 28p.

reimbursements was capped at 26% in 1991, but there is a growing realization that this limit should be revised. (SLD)

ED 446 599 HE 033 439

Elliott, Leanne
Revitalizing Universities through Faculty Renewal.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Colleges; *Educational Change; Enrollment; Foreign Countries; Higher Education; *School Restructuring; Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Canada; *Revitalization

This research brief looks at student enrollment growth, faculty aging and attrition rates, institutional restructuring, and changing government and public expectations to show how a combination of factors has created an unprecedented opportunity for renewal. It also explores how universities are using faculty renewal in a strategic way to complement institutional renewal priorities. The combined hiring needs of Canadian universities are projected to be between 2,500 and 3,000 new faculty a year over the next 10 years. Student enrollment is projected to grow approximately 20% because of participation rate and demographic increases. There are increasing numbers of older faculty at Canadian universities, so that universities will have to start replacing more retiring faculty members. Faculty renewal facilitates institutional renewal as well. Today's faculty candidates are arguably more qualified than ever before, in part because universities have been hiring only 900 new faculty a year over the past few years. As universities gear up to hire large numbers again, the talent pool will become depleted more quickly, and universities will need to introduce new recruitment tactics and faculty incentives. (SLD)

ED 446 600 HE 033 440

Godin, Benoit; Gingras, Yves
The Impact of Collaborative Research on Scientific Production.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business; Higher Education; *International Cooperation; *Research; Research Universities; *Scholarly Writing
IDENTIFIERS- *Collaborative Research

The extent to which collaborative research, conducted in partnerships between universities and the business sector, influences the nature of scientific production and the level of international scientific collaboration is examined. The more specific question of whether collaborative research reduces the number of scientific publications in general and those arising from international collaboration is also explored. The data used were compiled from the Canadian bibliometric database produced by the Observatoire des sciences et des technologies with funding from Statistics Canada. Publications were coded and analyzed for the years 1980, 1985, 1990, and 1995. Total scientific production of researchers increased by 80% between

NOTE- 18p.; Derived from a seminar by the Ethics and Public Policy Center and the Civitas Program in Faith and Public Affairs of the Center for Public Justice (Washington, DC, June 13, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Compliance (Legal); Higher Education; *Homosexuality; Legal Problems; *Religious Organizations; *School Policy; Sexuality; Social Bias; *Student Organizations
IDENTIFIERS- Religious Freedom

This publication contains statements from panelists at a seminar exploring recent campus conflicts over whether Christian student groups can bar gay and lesbian students from positions of leadership. The discussion centered on the decision of the Tufts University student judiciary to "derecognize" the Tufts Christian Fellowship (an affiliate of InterVarsity Christian Fellowship) because it refused to consider for leadership a member who rejected the group's belief that the Bible prohibits homosexual practice. The five seminar panelists were David A. French, Patricia M. Logue, Stephen Macedo, Chai R. Feldblum, and William A. Galston. (EV)

ED 446 621 HE 033 464

Ownership of Intellectual Property. Suggestions and Guidelines: Sample Language for Institutional Policies and Contract Language.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Policy; College Faculty; *Contracts; Higher Education; *Intellectual Property; Legal Responsibility; Ownership; *Policy Formation; Researchers; *Universities

This document provides suggestions and sample language for university intellectual property rights policies and contracts. The sample language was taken from a review of existing policies, contracts, and American Association of University Professors (AAUP) policy statements. The policy issue is presented in a Roman font, with suggested language presented in italic font. The document addresses: (1) what is "intellectual property"?; (2) who owns the intellectual property?; (3) who may use the intellectual property?; (4) how are any funds to be distributed?; and (5) how are emerging issues and disputes resolved? (EV)

ED 446 622 HE 033 465

Distance Education. Suggestions and Guidelines: Sample Language for Institutional Policies and Contract Language.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

in a world of rapid change. By their structure and fundamental tenets, continuing education programs have a primary focus on learning as a lifelong process that will make them natural coordination points between colleges and students who choose to keep working for a degree after launching a career. (SLD)

ED 446 644 HE 033 496

Committee R on Government Relations Report on Distance Learning.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; *College Faculty; Costs; *Distance Education; Educational Finance; Educational Policy; Educational Technology; Higher Education; *Intellectual Property; *Technological Advancement
IDENTIFIERS- *American Association of University Professors

Committee R on Government Relations of the American Association of University Professors created a subcommittee on distance learning to explore some aspects of distance learning. Distance learning is the process in which the education of a student occurs when the educator and the student are separated geographically, and communication is accomplished through a form of technology. The committee, recognizing that distance learning is a current reality with nearly unlimited growth potential, examined questions of how distance learning can be used to maximize the learning experience of the student and how the faculty's traditional role in determining academic and pedagogical issues can ensure that maximization. One issue of interest that the Association is strongly committed to is the importance of academic freedom in a classroom setting, regardless of the technological medium used to transmit the course material. The Association has not published a formal policy statement governing intellectual property rights, but two intellectual property issues seem essential in the distance learning context: (1) the ownership and control of the intellectual property in a distance learning course; and (2) the effect of different modes of transmission in a distance learning context. Faculty workload is another issue that must be examined in the distance learning context, with some protections for the faculty from excessive workload because of large enrollments or frequent student contacts. As a pedagogical tool, distance learning has the potential to enhance the educational mission of institutions of higher learning, but cost-cutting aspects of distance learning need to be recognized as often being cost-shifting, and they need to be addressed in the context of the educational mission of the institution. (Contains 11 endnotes.) (SLD)

ED 446 645 HE 033 497

Hardship Funds for Higher Education Institutions, 2000-01 Report.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Eligibility; Foreign Countries; Grants; *Higher

ED 446 663 HE 033 515

Magolda, Marcia B. Baxter, Ed.
Teaching To Promote Intellectual and Personal Maturity: Incorporating Students' Worldviews and Identities into the Learning Process. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 104p.; Published quarterly.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Black Students; Educational Environment; Higher Education; Interpersonal Relationship; *Knowledge Level; *Learning Processes; *Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- *Evaluative Meaning; Identity Formation; *Reflective Judgment

This volume offers an alternative diagnosis of the expectations gap that exists between students and professors. Professors' expectations often go far beyond students' assumptions about the nature of knowledge. It is not what students think but rather how they think that is important in the learning process. How students make meaning mediates how they learn. It introduces the multiple dimensions of meaning-making that affect learning. The chapters are: chapter 1, "Meaning-Making in the Learning and Teaching Process" (Michael Ignelzi); chapter 2, "Learning To Make Reflective Judgments" (Patricia M. King); chapter 3, "Toward a More Connected Vision of Higher Education" (Blythe McVicker Clinchy); chapter 4, "Democratic Citizenship and Service Learning: Advancing the Caring Self" (Robert A. Rhoads); chapter 5, "Creating a Culturally Responsive Learning Environment for African American Students" (Mary F. Howard-Hamilton); chapter Six, "Identity Development of High-Ability Black Collegians" (Sharon Fries-Britt); chapter 7, "Expressing Cultural Identity in the Learning Community: Opportunities and Challenges" (Anna M. Ortiz); chapter 8, "Creating a Positive Learning Environment for Gay, Lesbian, and Bisexual Students" (Nancy J. Evans); and chapter 9, "Teaching To Promote Holistic Learning and Development" (Marcia B. Baxter Magolda). Each chapter contains references. (EMS)

ED 446 664 HE 033 516

MacGregor, Jean, Ed.; Cooper, James L., Ed.; Smith, Karl A., Ed.; Robinson, Pamela, Ed.
Strategies for Energizing Large Classes: From Small Groups to Learning Communities. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 97p.; Published quarterly.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Active Learning; *Class Organization; Class Size; *Large Group Instruction; *Small Classes; *Small Group Instruction; *Teaching Methods
IDENTIFIERS- *Learning Communities

This volume is a synthesis of interviews conducted with 48 teachers who are infusing their large classes (over 100 students) with small-group activities or are working explicitly to create student communities within large classes. The chapters are: chapter 1, "The Argument for Making Large Classes

Murray, John P.
New Faculty's Perceptions of the Academic Work Life. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE) (Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *College Faculty; Higher Education; Professional Development; Qualitative Research; Socialization; *Teacher Attitudes; *Work Experience

To better understand the perceptions of new faculty regarding the professional socialization process, a qualitative study of faculty socialization was conducted at a comprehensive state-supported university. Fourteen faculty members hired within the last 3 years, whether inexperienced, experienced, or returning (those who had worked in another field before changing careers) were interviewed. One problem faced by these new faculty members was a sense of isolation that made these new teachers think that the problems they were experiencing were unique. Faculty from all three categories expressed surprise at the amount of time spent preparing for class, and most wished that they had more time for scholarship or research. Of the 14 respondents, 6 thought that they understood the requirements for tenure, and 8 thought that the requirements for gaining tenure were unclear. Most of the respondents felt that the pressures were greater for teaching than for publishing, but most seemed to overwhelmed to think about future scholarly endeavors. When asked about the greatest disappointment they had experienced since taking the position, many cited the labor-management conflicts the campus was experiencing. (Contains 26 references.) (SLD)

ED 446 684 HE 033 537

Blunt, R. J. S.
Issues in School to College Transition in Developing Countries: The Case of South Africa. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 26p.; Paper presented at the International Forum of the Conference of the Association for the Study of Higher Education (ASHE) (Sacramento, CA, November 16-19, 2000). Presentation of paper funded by the International Science Liaison, National Research Foundation of South Africa and the University of Port Elizabeth.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Bound Students; *College Preparation; Foreign Countries; *High School Students; High Schools; *Higher Education; *Transitional Programs
IDENTIFIERS- *South Africa; University of Port Elizabeth (South Africa)

This paper analyzes approaches to facilitating school-university transition in South Africa and explores the theories underlying this process. A review of the literature and a case study of the process at the University of Port Elizabeth (UPE) show what is happening to the school-university transition at the end of apartheid. UPE has taken a broadly based approach to facilitating this transition, focusing its efforts on what can cumulative percentage changes for selected periods of time, from data obtained in other displays; definitions; and notes and sources. (Contains 27 references.) (SM)

ED 446 705 HE 033 560

Williams, Sharon
How Did Howard University, One of the Leading Historically Black Colleges and Universities, Develop as an Academic Institution during the Period 1967 through 1997?
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (25th, Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; Change Strategies; *Educational History; Higher Education; Institutional Mission; Organizational Development; *Organizational Objectives
IDENTIFIERS- *Howard University DC

This paper reviews the Development of Howard University (District of Columbia) during the period 1967-1997 as the institution adapted to broad social, cultural, and intellectual changes shaping the country during this period. The study's conceptual framework followed Mysers' theory of the six stages of the education of Blacks, especially the enhancement stage, during which Black colleges must focus on enhancing educational offerings for this population to prevent complete integration of Blacks into predominantly white institutions and the demise of Black colleges. Principles of population ecology and life cycle development are also applied to the analysis. Specifically, the study examined curriculum change at Howard University during this period, the student profile during this period, governance and organization structure, and the institution's adaptation and adjustment to such changes as student unrest and the civil rights movement. The study concludes that Howard University successfully managed its development and adaptation during this period through such proactive changes as: a raising of admission requirements; ongoing curriculum development; and the strategic merging of certain schools within the university. (Contains 35 references. (DB)

ED 446 706 HE 033 561

Russell, Ann; Gadberry, Lowell
Student Opinion of Faculty Evaluations, Spring 2000 and Student Opinion of Faculty Evaluations: A Five Year Comparison, Fall 1994 and Spring 2000.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Faculty Evaluation; Higher Education; State Universities; *Student Attitudes; Student Characteristics; *Student Evaluation of Teacher Performance; Student Surveys; Teacher Effectiveness; Trend Analysis

The first of two papers summarizes results of a survey of students (N=707) at Southwestern Oklahoma State University during Spring, 2000 on their opinion of faculty evaluations. A majority of students believed that faculty evaluations are operation, computer services, security, child care, and remedial classes. Advocates argue that the private sector provides service more efficiently and at lower cost than the public sector, which is unmotivated by profit. Critics of outsourcing point out its human resource consequences. Jobs may be shifted from the college or university to the contractor performing the outsourced function, resulting in decreased salaries or benefits. Contract staff may have less loyalty to the university than university employees. While research about outsourcing is scanty, anecdotal evidence shows that many institutions find outsourcing an effective means of reducing costs, upgrading program quality, and increasing customer satisfaction. A 1996 survey found that colleges and universities are increasingly turning to outsourcing, with more than one-half expecting to contract for more services in the coming years. Only 5.9% of colleges and universities surveyed produced all services in-house; the most popular outsourced services were food (74.3%), vending (65.3%), and bookstore operations (33.7%). (SLD)

ED 446 727   HE 033 583

Walther, James H.
Copyright Concerns in the Age of Distance Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Prepared in cooperation with Jossey-Bass Publishers.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Copyrights; Curriculum Development; *Distance Education; Fair Use (Copyrights); Films; Higher Education; *Intellectual Property; Patents
IDENTIFIERS- *Digital Millennium Copyright Act 1998; ERIC Digests

In the United States, copyright owners retain exclusive rights to their creative works. They alone have the legal right to reproduce, distribute, publicly perform, or publicly display their works or to construct derivative works. The recently enacted Digital Millennium Copyright Act has created several complex questions related to distance education for which higher education institutions must quickly search for procedural answers. This Digest poses and answers four questions that challenge basic knowledge of current copyright law and typify current concerns in institutions of higher education. Questions include whether or not movies may legally be shown as part of distance education course offerings, who holds intellectual property rights to a distance education course constructed by faculty, what intellectual property right individuals should pursue when creating distance education materials, and whether faculty may legally distribute to distance education students electronic copies of materials that would normally be placed on reserve for them in the school's library. (PW)

ED 446 728   IR 020 357

Collis, Betty, Ed.; Oliver, Ron, Ed.
Proceedings of ED-MEDIA 99 World Conference on Educational Multimedia, Hypermedia & Telecommunications (11th, Seattle, Washington, June 19-24, 1999).
PUB DATE- 99

PUB DATE- 98
NOTE- 27p.; For related documents in the CRLRA Discussion Paper Series, see CE 080 809-818.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Active Learning; Adult Education; *Conflict; Conflict Resolution; Cooperative Learning; Developed Nations; *Discussion Groups; Dissent; *Electronic Mail; Foreign Countries; *Group Dynamics; *Informal Education; Interpersonal Communication; Media Research; Professional Development; Regional Characteristics
IDENTIFIERS- *Australia

Research into indicators of learning occurring in e-mail discussion groups investigated how to maximize factors that enhance learning and networking using e-mail and how to minimize factors that inhibit learning using this medium. Data from a range of e-mail discussion groups formed the basis of the research, with focus on e-mail discussion that supports informal learning contexts. These three professional development groups were followed: organizational development and learning (Group A), primary and high school administrative issues (Group B), and women's health (Group C). Five days of discussion and three topics per group were analyzed to explore how communication was being mediated and managed. Findings indicated the prevalence of challenge in the interactions among members in all groups. Group A exhibited a consistently positive outcome from the challenges. Features contributing to this outcome included high moderator involvement; a climate of respect, support, and consideration for the other members; minimum of personal attacks; successful clarification processes; and a discussion that progressed and developed. Factors that contributed to an increase in dissonance in Groups B and C and to lack of progress and positive development were individual misunderstandings and misinterpretations of a previous post and spending more time on restating opinions rather than discussion. (Contains 57 references.) (YLB)

ED 446 225 CE 080 814

Toms, Jon; Falk, Ian; Kilpatrick, Sue
Value of Vocational Education and Training in a Non-Metropolitan Community. Project Summary. CRLRA Discussion Paper Series.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 98
NOTE- 23p.; For related documents in the CRLRA Discussion Paper Series, see CE 080 809-818. Paper prepared for the NCVER Training Research Conference/Workshop (July 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Development; Developed Nations; *Economic Development; Economic Impact; Education Work Relationship; *Educational Policy; Educational Research; Foreign Countries; Human Capital; Job Training; Labor Force Development; *Nonmetropolitan Areas; Outcomes of Education; Postsecondary Education; Public Policy; Regional Characteristics; Rural Economics; Secondary Education; *Sustainable Development; *Vocational Education
IDENTIFIERS- *Australia

A project has been designed to identify how a non-metropolitan community consolidates and develops sustainable social and economic activity. For many authors, the political position education systems are learning organizations that engage in meaningful, transfer-centered professional development; providing consistent, accessible opportunities for professional growth; and providing the systems and resources for professional development that meet the needs of the field and produce the improvements in student performance that credentialing is intended to serve. Recommendations included BA/BS degree minimum; required new instructor orientation program; standard requirement of professional development activity; reward for participation in professional development; database for recording professional development compliance; and hold-harmless provision to retain current instructors. Next steps were public input and establishment of an advisory group to develop a plan for gradual institution of credentialing. (YLB)

ED 446 241 CE 080 841

Karl, Luis C.
Development of a Program Evaluation Instrument for the Adult Basic Education Program at Nicolet Area Technical College.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Evaluation Criteria; Formative Evaluation; Literature Reviews; *Program Effectiveness; *Program Evaluation; Program Improvement; Program Validation; Summative Evaluation; *Test Construction; *Test Validity; Validated Programs
IDENTIFIERS- Nicolet Area Technical College WI

A formative committee conducted a developmental study to produce a program evaluation instrument (PEI) that would be effective in conducting an adult basic education (ABE) program evaluation study at Nicolet Area Technical College (NATC). Five procedures were used to complete this product. First, a literature review was conducted that assisted in the development of the product validation criteria. A review of benchmark studies for program effectiveness provided direction in the evaluation instrument completion. Second, basic education staff held a series of investigatory meetings at which demographic trends affecting the ABE program were outlined. The information obtained that was used to develop the validation criteria for the PEI. Third, the formative committee refined the validation criteria, which included monitoring and screening data, indicators of program quality in ABE, and development of the PEI. Fourth, all criteria considered critical in an effective PEI were measured as a standard against the developed PEI. The PEI was determined to be appropriate for the intended use. Fifth, the PEI was presented to the summative committee, which validated that the PEI met required criteria and was appropriate for the ABE program's evaluation process. (Appendixes include 12 references, indicators of program quality, monitoring and screening criteria and standards, and the PEI.) (YLB)

ED 446 242 CE 080 842

Vocational Education and Training for Life Long Learning in the Information Era. IVETA International Vocational Education and Training Association Conference Proceedings (Hong Kong, China, August 6-9, 2000).
PUB DATE- 00

Annual National Report of the Australian Vocational Education and Training System, 1999. Volume 3: Vocational Education & Training Performance.
PUB DATE- 00
NOTE- 163p.; For a related document from ANTA, see CE 080 856. For volumes 1 and 2, see CE 080 857.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Annual Reports; Data Analysis; Developed Nations; Educational Administration; *Educational Finance; *Educational Improvement; Evaluation Criteria; Foreign Countries; Glossaries; Job Training; *Labor Force Development; National Programs; *Outcomes of Education; *Performance Based Assessment; Postsecondary Education; Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

This three-volume report provides a comprehensive picture of the vocational education and training (VET) system in Australia, its key policies, initiatives undertaken, and achievements during 1999. This publication contains volume 3, which presents a detailed statistical report against the key performance measures for the VET system. Volumes 1 and 2 are combined in a single publication and available separately. This report has five sections. Part A, "At a Glance," provides an executive summary of the main findings in the report. Part B, "Introduction," considers the context of VET in Australia and sets the scene for measuring the performance of the system. Part C, "Key Performance Measures," reports performance against these eight key performance measures: skill outputs produced annually within the domain of formally recognized VET; stocks of VET skills against desired levels; employer views on VET; student outcomes from VET; VET participation, outputs, and outcomes achieved by client groups; public expenditure per publicly funded output; public expenditure per total recognized output; and total expenditure on VET. Part D, "Appendix," contains technical notes and details on specific issues that arise in relation to the use of data and to the application of calculations and adjustments necessary to make the data more comparable and consistent. Part E, "Glossary," defines terms. (YLB)

ED 446 257   CE 080 859

Aksoy, Asu; Schilen, Sandra; Ulgen, Tulu
Evaluation of the Self-Employment for Gecekondu Women Project, November 1995-June 1998. Working Papers in Early Childhood Development.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).; Levi Strauss Foundation, Inc., San Francisco, CA.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Business Skills; *Credit (Finance); Developing Nations; Economic Impact; *Employed Women; *Entrepreneurship; Experiential Learning; Females; Foreign Countries; Labor Force Development; Loan Repayment; Money Management; *Ownership; *Small Businesses
IDENTIFIERS- *Microcredit; *Turkey

Postsecondary Education; Program Effectiveness; Program Implementation; School Business Relationship; Systems Approach; Technical Institutes; *World Wide Web
IDENTIFIERS- Australia (Victoria); *TAFE (Australia)

In 1997, the South West Institute of TAFE (Technical and Further Education) in Victoria, Australia, and Royal Melbourne Institute of Technology jointly developed an online workplace delivery model for administrative and clerical workers. The model was aligned with national standards encompassing the formal qualifications for four certificates in office administration. Since 1997, the model has combined the positive aspects of traditional classroom structures with the benefits of new technologies to enhance the model based on the following principles: (1) development of an appropriate technological infrastructure; (2) development/enhancement of training materials specifically designed for online delivery; and (3) implementation of workplace training plans. The Web site of the course for administrative and clerical workers contains four key areas as follows: course information; an orientation area; a course resources area; and a communications area that supports informal interaction between students and staff while minimizing intrusion into the workplace. South West TAFE's course coordinator/administrator took the following actions to ensure successful implementation of the flexible delivery model: (1) analyze (review students' histories to identify appropriate entry points); (2) design (develop customized workplace training plans); and (3) implement (contract the professional staff). (A sample competency plan and three sample training plans are appended.) (MN)

ED 446 275   CE 080 893

Shaw, K. E.
Teaching Technical Students To Be Critical.
PUB DATE- 00
NOTE- 15p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Classroom Techniques; Cognitive Development; Cognitive Processes; Constructivism (Learning); *Critical Thinking; Educational Needs; Educational Practices; Educational Research; Educational Theories; Elementary Secondary Education; Foreign Countries; Instruction; *Integrated Curriculum; Learning Processes; Learning Theories; Metacognition; Needs Assessment; Position Papers; Postsecondary Education; Teaching Methods; *Technical Education; *Technical Institutes; Theory Practice Relationship; *Thinking Skills
IDENTIFIERS- Reflective Thinking; Situated Learning; *United Kingdom; United States

Changing conditions in the global market have necessitated that students be taught to adopt new knowledge by understanding it in depth and having it spontaneously available for use in the real world. All students, especially those in science and technology, must learn to construct new meanings and understandings independently by restructuring experience through reflection. A pedagogy promoting development of these abilities must be initiated in early childhood and continued throughout higher education. This pedagogy must be based on

Program Development; Program Implementation; *School Business
Relationship
IDENTIFIERS- *Hong Kong Polytechnic; *University of Warwick
(England)

As specialists are asked to perform more managerial tasks, the need for management development is increasing. To meet this growing demand, the Hong Kong Polytechnic University joins with the University of Warwick in England to introduce to Hong Kong the Integrated Engineering Business Management Program that has been very successful in the United Kingdom because of its relevance and practicality to society's actual needs. It is a unique part-time modular course for practicing managerial staff. The broad spread of faculty drawn from the constituent universities ensures that course content is relevant and constantly updated to reflect the latest advances in technology and practices. This industry-led program adopts a multidisciplinary approach and aims to develop students to appreciate modern management technology, broaden knowledge in technical and managerial areas, and to analyze problems and synthesize solutions through case studies. Academic staff and industrial supervisors collaborate on course management and operation. The global network of learning venues offers wide exposures to various cultures. Students may attend modules in different countries with freely transferable credits. Since 1990, more than 1,200 professionals sponsored by 600 companies have joined the program. Current participants number over 400. (YLB)

ED 446 292   CG 030 309

Franz, Carleen
Diagnosis and Management of Nonverbal Learning Disorders.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Convention of the
National Association of School Psychologists (New Orleans, LA,
March 28-April 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Early Identification;
*Educational Diagnosis; Elementary Education; Elementary School
Students; *Learning Disabilities; Learning Modalities;
*Nonverbal Learning; School Psychologists

Nonverbal learning disorders are less common than the typical language-based learning disabilities identified by school staff. Appropriate intervention is highly dependent on the accurate diagnosis of this disorder. Emphasis on performance and behavior management often obscures the etiology of a child's difficulties and leads to ineffective treatment approaches. The differential diagnosis can be confusing. As a result, many children do not receive adequate intervention and teachers are unable to develop appropriate techniques for their education and management. It is important to understand the cognitive, academic, and neuropsychological characteristics of students with non-verbal learning disorders and how these attributes translate into behavior and performance in the classroom. The focus of this paper is to clarify the diagnosis of nonverbal learning disorders, differentiate them from other learning disorders, and introduce effective educational intervention strategies. The acquisition of this knowledge will enable school psychologists, teachers, parents, and clinicians to understand the characteristics of a child with a nonverbal learning disorder, identify these children earlier, and

SPONS. AGENCY- Department of Justice, Washington, DC. National Inst. of Justice.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 4-8, 2000). This paper is abstracted from a longer report of the National Study of Delinquency Prevention in Schools (G. Gottfredson, D. Gottfredson, Czeh, Cantor, Crosse, and Hartman, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary Schools; Elementary Secondary Education; Evaluation; Intervention; *Prevention; Program Development; *Program Implementation; Research and Development; *Secondary Schools; Surveys

This paper considers what happens when research-based strategies are attempted outside the context of the original research and questions whether positive findings from research studies can be generalized to real-world settings. Prevention programs within a school system were identified and an activities questionnaire was developed to measure each of the hypothesized factors leading to high implementation. Over 17,000 prevention activities were sampled. Data on the quality of implementation came from 3,700 reports on 14 different types of program activities that were obtained from 550 schools. The results suggest that attention needs to be given to help raise the quality of implementation of prevention programs. In conclusion, there is plenty of room for improvement in the quality of implementation. The effectiveness of prevention activities can most likely be boosted if ways can be found to improve the quality of what schools are already doing. Improving training, supervision, structure, and availability of information can broadly improve the quality of school-based prevention of problem behaviors. The results also suggest that prevention interventions are most likely to be well implemented if they are integrated with the regular school program and initiated by school insiders. (Contains 9 references and 10 figures.) (JDM)

ED 446 313 CG 030 430

Gottfredson, Gary D.
Measurement of School Population and Environmental Characteristics.
SPONS. AGENCY- Department of Justice, Washington, DC. National Inst. of Justice.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 4-8, 2000). This paper is abstracted from a longer report of the National Study of Delinquency Prevention in Schools (G. Gottfredson, D. Gottfredson, Czeh, Cantor, Crosse, and Hartman, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Crime; *Delinquency Prevention; Elementary Secondary Education; Law Enforcement; National Surveys; Principals; School Safety; School Surveys; *Student Behavior; Teachers; Violence

This paper reports on the National Study of Delinquency

DESCRIPTORS- Class Activities; *Classics (Literature); *English Literature; Learning Activities; *Literary Criticism; *Novels; Public Television; Secondary Education; Teaching Guides; *Television Viewing; Thematic Approach; Units of Study
IDENTIFIERS- Dickens (Charles); *Oliver Twist; *Response to Literature; Theme (Literary); Victorian Period

This teacher's guide for public television's 3-part adaptation of Charles Dickens's "Oliver Twist" provides information that will help enrich students' viewing of the series, whether or not they read the novel. The guide includes a wide range of discussion and activity ideas; there is also a series Web site and a list of Web resources. Informational material in the guide includes a section about looking at film; a section called "From Novel to Film"; biographical material on Charles Dickens; and a section about Victorian England. The guide presents viewing strategies for each of the three episodes and gives suggestions for keeping viewing journals. It also organizes the discussion questions and activities (both pre-viewing and post-viewing) by episodes and features a thematic focus for each episode: Love and Marriage in Victorian England (Episode I); Poverty, Identity, and Destiny (Episode II); and Cowardice, Courage, and Redemption (Episode III). (NKA)

ED 446 335   CS 217 280

Strickland, Dorothy S., Ed.; Morrow, Lesley Mandel, Ed.
Beginning Reading and Writing. Language and Literacy Series.
PUB DATE- 00
NOTE- 215p.; Foreword by Alan Farstrup.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Beginning Writing; Childrens Writing; *Classroom Techniques; Early Childhood Education; *Emergent Literacy; Instructional Effectiveness; Phonics; Reading Comprehension; *Reading Instruction; *Writing Instruction
IDENTIFIERS- Teaching Perspectives

In this essay collection, scholars in the area of early literacy provide concrete strategies for achieving excellence in literacy instruction. The collection presents current, research-based information on the advances and refinements in the area of emerging literacy and the early stages of formal instruction in reading and writing. Following a foreword (Alan Farstrup) and an introduction (Dorothy S. Strickland and Lesley Mandel Morrow), chapters in the collection are: (1) "Beginning Reading and Writing: Perspectives on Instruction" (William H. Teale and Junko Yokota); (2) "Becoming a Reader: A Developmentally Appropriate Approach" (Susan B. Neuman and Sue Bredekamp); (3) "Literacy Instruction for Young Children of Diverse Backgrounds" (Kathryn H. Au); (4) "Enhancing Literacy Growth through Home-School Connections" (Diana H. Tracey); (5) "Children's Pretend Play and Literacy" (Anthony D. Pellegrini and Lee Galda); (6) "Talking Their Way into Print: English Language Learners in a Prekindergarten Classroom" (Celia Genishi, Donna Yung-Chan, and Susan Stires); (7) "Organizing and Managing a Language Arts Block" (Lesley Mandel Morrow); (8) "Classroom Intervention Strategies: Supporting the Literacy Development of Young Learners at Risk" (Dorothy S. Strickland); (9) "Teaching Young Children to Be Writers" (Karen Bromley); (10) "Phonics Instruction" (Margaret Moustafa); (11) "Reading Aloud from Culturally Diverse Literature" (Lee Galda and (in most cases.) Collaborations are more likely to express the desire to break down barriers and destroy myths about the other partner's environment than the other two partnership types. (DFR)

ED 446 356   EA 030 642

Finnan, Christine
Implementing School Reform Models: Why Is It So Hard for Some Schools and Easy for Others?
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; Cultural Differences; *Educational Change; Elementary Secondary Education; Ethnic Groups; *Financial Support; Racial Differences; Research Projects; *Research Tools; School Culture; Student Improvement
IDENTIFIERS- Accelerated Schools; American Educational Research Association; Comprehensive School Reform Demonstration Program

The thesis of this paper is that when a reform is initiated in the public schools, it is vitally important to understand the interplay between the culture of the specific reform model used and the school and classroom cultures. The paper reviews the literature covering many facets of school and classroom culture--including literature on school reform-and includes the author's experience of implementing one prominent school-reform initiative: the Accelerated Schools Project. The paper concludes that where a match between the cultures exists, or is desired by the majority, the reform is more likely to be successfully implemented. On the other hand, where the culture of the initiative and that of the school or that of many classrooms differ greatly, it is unlikely to succeed. This perspective points to the importance of developing tools to help school communities understand cultural compatibility, and it explains why one model may be appropriate for some schools while another model meets the needs of other schools. (Contains 58 references.) (DFR)

ED 446 357   EA 030 643

Plecki, Margaret L.
Financing Washington's Schools in the New Millennium: Sorting through the Mixed Messages.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000). For a similar study by the same author, see EA 030 635.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Finance Reform; *Financial Problems; *Financial Support; *State Programs; *Tax Allocation; Teacher Salaries
IDENTIFIERS- American Educational Research Association; Washington

ED 446 379 EA 030 673

Warner, Carolyn
Promoting Your School: Going beyond P.R. Second Edition.
PUB DATE- 00
NOTE- 262p.; Foreword by Michael Pladus.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Problems; *Community Action; Demography; Elementary Secondary Education; *Mass Media Role; *Parent Influence; Parent Role; Planning; Public Schools; *School Security; *Teamwork

This book provides a guide for those who realize the importance and necessity of proactively countering the negative while, at the same time, making sure that the positive is heard about public education. When people promote schools, they are promoting and reaffirming the efforts and importance of children and those who have dedicated their lives to their service. As well as communicating messages outside, it communicates and develops a message within, in that it is a guide to school improvement. The work goes beyond other how-to public relationships guides in that it extends the work to several concepts, for example, setting a direction, building a team, involving parents in the school, technology, and reaching out to the community. This second edition includes the communication process and deals with perceptions, a step-by-step guide to developing a marketing plan, involving parents in the school, understanding changing demographics, new techniques for improving staff and student communication, building media relationships for the novice, and creating a school crisis team. An appendix contains a list of resources and sample documents. (DFR)

ED 446 380 EA 030 674

Ivory, Gary; Darlin, Roberta
Balancing Competing Demands for Accountability: Technology's Role in Information Access and Production.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 29-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Communication Problems; *Educational Administration; Elementary Secondary Education; *Information Technology; *Leadership; Public Schools; *Technological Advancement

This paper examines how competing demands for accountability in public education are grounded in different visions of the role of education in a democratic society. It also suggests that accountability in education is being profoundly shaped by the technological revolution. While some contradictions in accountability stem from different goals for education, other

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Chronic Illness; *Community Programs; Definitions; *Disabilities; Early Parenthood; *Pregnancy; *Prevention; Sex Education; *Sexuality; *Special Health Problems

This policy paper addresses sexuality issues of youth with disabilities and chronic health conditions. The first section introduces the problem of teen pregnancy and pregnancy prevention. The second section provides definitions of disabilities including both visible and invisible disabilities. Risk factors for teen pregnancy are identified and discussed next, including risks for all youth, risks for youth with disabilities, poor academic achievement/high dropout rate, low expectations for post high school outcomes, sexual abuse, cognitive difficulties, poor social skills, poor self-esteem and body image, and lack of information. The final section recommends needed actions and focuses on accommodating community programs for youth with disabilities. This section addresses: sex education, community family planning services, comprehensive programs, community partnerships, inclusion of young men, physical accessibility, contraceptive needs, acknowledgment of cultural diversity, and a checklist for programs. Five policy recommendations and a list of programs/resources conclude the paper. (Contains 41 references.) (DB)

ED 446 402 EC 308 090

Schulzinger, Rhoda
Youth with Disabilities in Transition: Health Insurance Options and Obstacles. Healthy & Ready To Work (HRTW) Policy Brief.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Chronic Illness; *Disabilities; *Eligibility; Employment Programs; Federal Legislation; *Federal Programs; *Health Insurance; *Special Health Problems; Transitional Programs
IDENTIFIERS- *Medicaid; *Medicare

This paper highlights the public and private health insurance options for young people with disabilities or chronic health conditions including several recent Federal initiatives to increase access to health care for working adults with disabilities. Discussion of public health insurance eligibility and coverage focuses on aspects of Medicaid and Medicare including eligibility for children and adults with disabilities, medically needy children and adults, eligibility through Social Security Disability Insurance (SSDI), SSDI work incentives, and the State Children's Health Insurance Program. The section on private health insurance explains the Health Insurance Portability and Accountability Act of 1996, the Consolidated Omnibus Budget Reconciliation Act, eligibility for extended coverage through a family health insurance plan, and eligibility for individual coverage. The final section addresses health care implications of federal initiatives for young people with disabilities. These include the Ticket to

Teacher Workspaces.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Design Requirements; Elementary Secondary Education; Public Schools; *Work Environment

This paper addresses the key elements found in well-designed teachers' workspaces, including both classroom- and office-based workspaces; and highlights important development principles when designing these workspaces. Educational trends that have affected the rise of both classroom- and office-based workspace are briefly discussed. (GR)

ED 446 428 FL 026 436

Schwinge, Diana, Ed.
Working Papers in Educational Linguistics, Spring 2000.
PUB DATE- 00
NOTE- 83p.; For individual articles, see FL 026 437-440.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Black Dialects; Classroom Environment; Classroom Techniques; Dialogs (Language); Discourse Analysis; Elementary Secondary Education; *English (Second Language); *Interviews; *Language Styles; *Linguistics; Literacy; *Nonstandard Dialects; Second Language Instruction; Second Language Learning; Sociolinguistics; Standard Spoken Usage; Teaching Methods; Urban Areas; Writing (Composition)
IDENTIFIERS- *Repetition (Language); Repetition (Language)

This issue has four articles. Maria del Pilar Garcia Mayo and Teresa Pica in "Is the EFL Environment a Language Learning Environment?" address the question of whether the English-as-a-foreign-language (EFL) classroom is an environment that promotes input, feedback, and the production of output that is necessary for successful second language learning. Anne Pomerantz in "Interviews and Identity: A Critical Discourse Perspective," examines how participants in an interview use different linguistic and social resources in order to construct multiple, complex self-representations. Melisa Cahnmann in "Rhythm and Resource: Repetition as a Linguistic Style in an Urban Elementary Classroom" analyzes a Puerto Rican teacher who uses repetition and discourse styles that have African and African American roots to control classroom behavior and talk, better teach the curriculum, and critique the use of standard English in her classroom. Mollie Blackburn and Deborah Stern in "Analyzing the Role of the Vernacular in Student Writing: A Social Literacies Approach" utilize a social literacies perspective to analyze a rap written by a high school student, and suggest that teachers and researchers could better understand students' literacy practices by using insights that students have about different types of written work. Tables, diagrams and references appear as appropriate in each article. (KFT)

ED 446 429 FL 026 437

Mayo, Maria del Pilar Garcia; Pica, Teresa
Is the EFL Environment a Language Learning Environment?

Exercises; Writing Instruction; Writing Skills
One of four intermediate-level student activity books in a series, this book offers a selection of exercises, word-games, puzzles, cartoons, sentence-completion and vocabulary-building activities in modern Ukrainian. It is intended for both heritage language and second language learners. There is a brief word list in the back of each book. "Conflict: Answer Key to Student Activity Book" is appended. (CNP)

ED 446 449 FL 026 464

Boruszczak, Bohdan, Comp.; Jaremko, Helen, Comp.
Iak bulo kolys': uchnivs'skyi zoshyt = In Days Gone By: Student Activity Book. Collage: A Ukrainian Language Development Series.
PUB DATE- 00
NOTE- 81p.; Series sponsored by Alberta Learning, Language Services Branch. Financial Support for College 1 level by Ukrainian Language Education Centre, Canadian Institute of Ukrainian Studies, University of Alberta, and the Ukrainian Professional and Business Club of Edmonton.
LANGUAGE- Ukrainian
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Education; Foreign Countries; Heritage Education; Instructional Materials; Learning Activities; Pattern Drills (Language); Reading Materials; *Second Language Instruction; *Second Language Learning; *Ukrainian; Uncommonly Taught Languages; Vocabulary Skills; Workbooks; *Writing Exercises; Writing Instruction; Writing Skills
One of four intermediate-level student activity books in a series, this book offers a selection of exercises, word-games, puzzles, cartoons, sentence-completion and vocabulary-building activities in modern Ukrainian. It is intended for both heritage language and second language learners. There is a brief word list in the back of each book. "In Days Gone By: Answer Key to Student Activity Book" is appended. (CNP)

ED 446 450 FL 026 465

Coy, Sherry; Litherland, Lucrecia
From a Foreign Language Perspective: A Snapshot View of a Dual Language Program in Two Inner-City High Poverty Elementary Schools.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Bilingual Education Programs; Classroom Techniques; Elementary Education; English (Second Language); Federal Legislation; Grade 1; *Immersion Programs; Kindergarten; Limited English Speaking; *Poverty; Primary Education; *Second Language Instruction; Second Language Learning; Spanish Speaking; Teaching Methods; Urban Education
IDENTIFIERS- Content Area Teaching
Dual language programs are bilingual education immersion models designed to address the needs of limited-English-proficient students and native English speakers by proving an additive language approach. In this program, English and Spanish are

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Economic Change; Educational Demand; Educational Planning; Enrollment Trends; Faculty Recruitment; Foreign Countries; Higher Education; Labor Needs; Labor Turnover; Strategic Planning; *Teacher Supply and Demand; *Universities
IDENTIFIERS- Council of Ontario Universities

Secondary school reform in Ontario is expected to produce an increase in enrollment. An estimated 4,500 new faculty will be needed to meet this increase. In addition, 5,500 new faculty will be needed to fill openings resulting from retirement. This report's major findings indicate that: 1) Faculty are the crucial factor in determining the quality of education and research contributed by universities; 2) A strong rise in demand for new faculty is expected through the first decade of this century, and this rise will create an enormous challenge and opportunity; 3) The university sector in Ontario has limited capacity to meet increased enrollment; 4) Improved graduate support is needed; 5) Higher demand for faculty parallels similar needs internationally, therefore hiring barriers should be decreased; 6) Three sets of factors affect faculty retention and recruitment efforts; and 7) Recommendations are made for sharing responsibility among stakeholders for meeting the challenge of higher enrollment in terms of faculty needed. Ten tables present enrollment and faculty hiring data. (HB)

ED 446 472 HE 033 226

A Time To Sow: Report from the Task Force on Learning Technologies.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computers; Curriculum Development; Educational Planning; Educational Technology; Educational Trends; Enrollment Trends; Foreign Countries; Higher Education; Instruction; Internet; *Strategic Planning; *Technology; Technology Education; Universities
IDENTIFIERS- Council of Ontario Universities

Information technology and telecommunications advances affect universities in addition to business. Ontario universities need to address the importance of incorporating learning technologies (LTs) into their teaching. The Task Force on Learning Technologies was established to address Ontario universities' need to utilize learning technologies and to guide their implementation in the Ontario higher education system. Many workplaces in Ontario, Canada require development of advanced technological skills, and continued education and training. Opportunities exist for appropriate uses of information and telecommunications technologies in the realms of teaching and learning, particularly with regard to Ontario's university system. The task force recommends that each institution develop specific strategies for learning technology (LT) at the institutional and system level; that there is a need for a more supportive environment for faculty and students who use learning technologies; and that there is a need for significant investment in learning technologies by government, private sector, and institutions, facilitated by strategic partnerships and collaborations. It is recommended that the COU

ED 446 495 HE 033 287

Distance Learning Is Changing and Challenging Nursing Education. AACN Issue Bulletin.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computers; *Distance Education; Educational Media; Educational Technology; Educational Trends; Higher Education; Hypermedia; Instruction; Integrated Learning Systems; *Nursing Education; Technology

Technology is enhancing the ability of distance education to reach both aspiring nursing students and professional nurses who want to advance their skills. Distance education also improves access to education and, in doing so, counters the nation's increasing shortage of nurses. It allows nurses to continue to work while enrolling in online courses. The American Association of Colleges of Nursing has recently established a Task Fore on Distance Technology and Nursing Education to address some of the issues schools face in establishing distance education programs. Resources, cost of innovation, faculty training, and ownership of intellectual property are key issues. Distance education changes relationships and enhances enrollment in nursing programs. Various technological options exist for distance education programs. Other issues include quality and standards, partnerships among faculty, training, and costs of setup and technical assistance. (HB)

ED 446 496 HE 033 289

Altbach, Philip G., Ed.
Private Prometheus: Private Higher Education and Development in the 21st Century. Contributions to the Study of Education, Number 77.
PUB DATE- 99
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accreditation (Institutions); Colleges; Costs; Educational Change; Educational Development; Educational Economics; Educational Policy; *Higher Education; International Education; Organizational Development; Private Colleges; Private Financial Support; Privatization; Public Policy; Universities

This document addresses changes and trends in private higher education, with particular emphasis on Latin America. It focuses on specific issues facing private higher education, which has developed significantly worldwide. A variety of factors have brought private higher education to the forefront. There has been a shift in several countries from the "public good" model of education to the "private good" model. In addition, there has been an increase in the privatization of public institutions in some countries. The relationship between private higher education and the challenge of organizational diversity is explored, as well as the strengths and shortcomings of private higher education in Latin American countries, where public support for higher education has decreased and expanding enrollment has made private higher education a critical issue. Other countries serve as case training and development, and general higher education (quasi-professional or general education). Chapter 5, "Key Policy Issues," applies the analysis and topology to three salient policy issues--subsidies, governance, and tools for quality control. Finally, Chapter 6, "Between Status Quo and Neoliberal Extremes," contrasts the book's main points to a neoliberal agenda, highlighting differences as well as similarities. Contains approximately 160 references. (EV)

ED 446 516 HE 033 346

Khanna, Devki, Comp.; McCormick, Marcia, Comp.; Polliard, Judy, Comp.
Colleges and Universities. Education Digest, 1999-2000.
PUB DATE- 00
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; Colleges; *Degrees (Academic); Educational Finance; *Enrollment; Enrollment Trends; Fees; *Higher Education; Tables (Data); Universities
IDENTIFIERS- *Pennsylvania

This 1999-2000 statistical report contains numerous data tables and figures on institutions of higher education in Pennsylvania. The data were compiled from annual surveys of the state's colleges and universities and are presented in the categories of basic student charges, fall enrollments, residence of students, degrees conferred, faculty and staff, and finance. Pennsylvania data are compared with national data drawn from the results of surveys conducted by the U.S. Department of Education, National Center for Education Statistics (NCES). Major findings include: (1) the increase in undergraduate basic charges was greater than the Consumer Price Index; (2) female enrollments have outpaced male enrollments; (3) over 78 percent of total enrollees were Pennsylvania residents; (4) the largest growth in degrees conferred occurred at the first-professional and graduate levels; (5) Pennsylvania had the ninth-highest average salary for full-time instructional faculty on nine-month contracts among public four-year institutions in the nation in 1997-98; and (6) total current-funds revenues for public institutions rose to $5.6 billion in 1998-99, an increase of 6.5 percent; expenditures rose similarly. (Appendices contain a glossary, notes on sources, and a list of non-respondents.) (EV)

ED 446 517 HE 033 347

Gardner, Philip D.
Are College Students Prepared To Work? They May Not Be as Ready as We Think!
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; *Education Work Relationship; *Employment Potential; Higher Education; Job Performance; Job Skills; Labor Market; Outcomes of Education
IDENTIFIERS- Transitional Activities

Asserting that the assumption that simply going to college will lead to a promising, high-paying job is poorly founded, this paper shares information on the areas in which college students that the campus environment does not prepare students to handle life beyond college. Students volunteers completed a lengthy paper survey prior to viewing a video assessment. This instrument tapped into key developmental characteristics, including learning style, course patterns, involvement in academic and non-academic activities, and interactions with faculty and peers. It also included the NEO personality assessment, which measured five personality traits. Socioeconomic and academic performance measures (grade point average) were also obtained. The study used the Wilson Learning's Success Skills 2000: Benchmarks for High Performance video assessment, which had students view four new college employees in workplace situations, then make decisions at certain points. Major scales and subscales included: applied problem solving, interpersonal effectiveness, and accountability. The overall scores and three subscale scores are provided. Statistical tests revealed no relationship between grade point average, ACT/SAT scores, gender, family income, or parent's education level and assessment scores. The only significant result was for minority status. (SM)

ED 446 539 HE 033 374

Cross, K. Patricia
What Do We Know about Students' Learning and How Do We Know It?
PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Higher Education (1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Cognitive Style; College Students; Cooperative Learning; Educational Quality; *Educational Research; Excellence in Education; Feedback; Higher Education; Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods

This paper suggests that students and their learning should become the focus of everything that college faculty do, examining what is currently known about student learning and where this knowledge comes from. Two large volumes have been published on what is known about student learning in college. A distillation of what is known can be extracted from research on: seven principles for good practice in undergraduate education; three critical conditions for excellence; and nine strategies for improving student learning. The seven principles of good practice emphasize: student-faculty contact; student cooperation; active learning; prompt feedback; time on task; high expectations; and respect for diverse talents and ways of knowing. In order to know how students learn, it is essential to find out what makes them tick. Research should become the working partner of both personal experience with learning and focused conversations about learning with colleagues. Faculty must know what to look for (through research), observe themselves participating in lifelong learning (self-reflection), and be much more aware of students' learning. A powerful advantage of using research findings to start conversations about learning is that it is a way to involve faculty and administrators actively in learning. (Contains 18 references.) (SM)

ED 446 540 HE 033 375

structure of the e-university, learning products and services, and technology aspects. (SM)

ED 446 559 HE 033 399

Ivie, Rachel; Stowe, Katie
Women in Physics, 2000. AIP Report.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Females; Higher Education; *Physics; Tables (Data); Teacher Salaries; *Women Faculty; *Womens Education

This report describes how the representation of women in physics has changed, presenting data comparing the representation of women in physics to the representation of women in other fields and in academics overall. Highlights include: an increasingly large number of girls have some exposure to physics by taking it in high school; women's participation in physics decreases with each step in the academic ladder; although women now earn more than half of all bachelor's degrees, physics is not attracting women as quickly as other fields; compared to other fields, women are underrepresented in physics at both the bachelor's and Ph.D. levels; the proportion of women teaching physics decreases as academic rank and departmental level increases; salary differences between male and female members of the American Institute of Physics' member societies are virtually nonexistent; and observers have various explanations for women's poor representation in physics, but many explanations do not hold up in light of available data, and it is possible that many women still experience subtle discrimination leading them away from physics, choosing careers that are less clearly linked to physics. (Contains 20 references.) (SM)

ED 446 560 HE 033 400

Distance Learning in Higher Education. CHEA Update Number 3.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Computer Mediated Communication; Computer Uses in Education; Copyrights; *Distance Education; *Educational Policy; Educational Technology; Elementary Secondary Education; Federal Government; Government Role; Higher Education; Information Technology; Internet; Partnerships in Education; Preservice Teacher Education; Teaching Methods; Telecourses
IDENTIFIERS- American Association of University Professors; Copyright Office; Department of Education; Federal Trade Commission; *Virtual Universities

This report discusses issues related to distance learning in higher education. Section 1, "The Expanding Universe of Distance Learning," examines: data from a new national survey on higher education distance learning; Internet access in elementary and secondary schools; the 1999 national survey of information technology in higher education; expanding partnerships in distance education; online teacher education; the Pew Charitable Trusts grant program for course redesign;

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; Eligibility; Federal Aid; Federal Government; *Federal Programs; Higher Education; *Paying for College; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending; *Stafford Student Loan Program

This guide provides the basic facts about subsidized Federal Direct Stafford/Ford Loans (Direct Subsidized Loans) and Federal Direct Unsubsidized Staff/Ford Loans (Direct Unsubsidized Loans) and explains the borrower's rights and responsibilities. It contains tips to help the borrower develop a budget for managing education expenses and financial resources. It also provides information on managing and repaying the loans. The guide's sections are: (1) "Facts about Your Direct Loans"; (2) "Deferment"; (3) "Forbearance"; (4) "Budgeting Your Money"; (5) "Review of Critical Information"; (6) "Important Things You Should Find Out"; and (7) "Common Loan Terms." The guide also contains information on contacting Direct Loan staff and a summary checklist of rights and responsibilities. (EV)

ED 446 580 HE 033 420

Direct Loans: A Simple, Convenient, Flexible Way To Finance Your Education.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Federal Aid; Federal Programs; Financial Support; *Paying for College; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Direct Lending; Federal Direct PLUS Loan Program; Parent Loans for Undergraduate Students Program; Stafford Student Loan Program

This pamphlet provides basic facts about the U.S. Department of Education's Direct Loan Program for students. These loans include Federal Direct Stafford/Ford Loans, Federal Direct Unsubsidized Stafford/Ford Loans, Direct PLUS Loans, and Direct Consolidation Loans. The pamphlet's sections are: (1) "The Direct Loan Program: What Is It?"; (2) "How Do I Learn More about It?"; (3) "Are Direct Loans Right for You?"; (4) "Low Interest Loans"; (5) "Easy Application Process"; (6) "One Lender, One Contact"; (7) "Online Access"; (8) "Electronic Debiting"; (9) "Flexible Repayment Options"; (10) "Applicant Services"; and (11) "Borrower Services." (EV)

ED 446 581 HE 033 421

Your Renewal FAFSA: Renewal Free Application for Federal Student Aid, July 1, 2001-June 30, 2002 School Year (2001-2002).
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

1980 and 1995, and the share of scientific production that grew from intersectoral collaborations increased by 155%, although this rate of increase had begun to subside from 50% in the early 1980s to 27% in the early 1990s. Almost one-third of the scientific production of universities is produced in collaboration with foreign partners. Collaborative research does not appear to have a negative impact on the production of researchers. Intersectoral collaboration does tend to produce research that is more applied than that which is undertaken solely with university colleagues, and intersectoral partnerships do tend to affect slightly the level of international collaboration of university researchers. However, the average impact of intersectoral collaborative research is not significantly different from that of university research, suggesting that collaborative research is not incompatible with quality. (SLD)

ED 446 601   HE 033 441

Farquhar, Robin H.
Preparing High School Students for Success in University *Education.*
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Conference of the Organization for Quality Education (Toronto, Ontario, Canada, October 21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Applicants; *College Bound Students; Coping; *Course Selection (Students); Foreign Countries; *High School Students; High Schools; Higher Education; *Parent Role; Parents; Social Support Groups; Student Financial Aid
IDENTIFIERS- *Canada

Some of the things parents can do to prepare Canadian high school students for success in college are outlined. Helping students prepare for a university education is very important at this time because of new job skill requirements, a potential shortage of university teachers in Canada that may reduce the number of students admitted to college, and the increasing numbers of students who will apply. It is essential that students select their high school courses to satisfy the prerequisites for admission to the university program of choice. Parents can help students find out about requirements and financial aid available. They can also help students prepare for life on campus without many of the sources of support they had at home. Coping skills are very important in the first months of college life, and parents can help students develop these skills. As students develop a sort of social cushion, they can begin to learn "tricks of the trade" from each other, especially in developing writing skills. Parents can encourage students to use all the resources available from the university and their social networks. Some special initiatives are available for students with various forms of physical or learning disability, and parents can help students find out about these programs. In addition to helping students obtain information and develop survival skills, parents can help them in the transition to college by encouraging the belief that they will be able to manage challenges they encounter. (SLD)

ED 446 602   HE 033 443

DESCRIPTORS- Administrative Policy; College Faculty; *Contracts; *Distance Education; Higher Education; Legal Responsibility; *Policy Formation; *Universities

This document provides suggestions and sample language for university distance education policies and contracts. The sample language was taken from a review of existing policies, contracts, and American Association of University Professors (AAUP) policy statements. The policy issue is presented in a Roman font, with suggested language presented in italic font. The document addresses: (1) general definitions; (2) academic freedom; (3) working conditions; (4) workload, including compensation, appointment, and evaluation; (5) technical support; (6) intellectual property; and (7) miscellaneous. (EV)

ED 446 623 HE 033 466

Mulvey, Patrick J.; Nicholson, Starr
Enrollments and Degrees Report. AIP Report.
PUB DATE- 00
NOTE- 14p.; For the March 1999 report, see ED 429 511.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Astronomy; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; Educational Trends; *Enrollment Trends; Graduate Study; Higher Education; Masters Degrees; National Surveys; *Physics; Sex Differences; Tables (Data); Trend Analysis; Undergraduate Study

This report presents the results of a fall 1999 survey of U.S. colleges and universities that offer doctoral, master's, and bachelor's degrees in physics and astronomy, focusing on degree production and current student enrollment. Highlighted are the following: (1) after four years of significant declines, physics bachelor's degrees conferred in 1998 remained stable; (2) the number of first-year students entering U.S. graduate physics programs has remained relatively unchanged for three consecutive years; (3) the group composition of entering physics graduate students has changed; (4) there was a 4 percent drop in physics doctorates awarded; (5) a higher proportion of women and lower proportion of foreign students receive astronomy degrees compared to their physics counterparts; and (6) bachelor's degrees in astronomy rose 8 percent. An appendix provides trend data on degrees and enrollments over the last several years. (EV)

ED 446 624 HE 033 469

Chandler, Alice
Supporting the Public Benefits of Public Higher Education. Policy Statement.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Finance; Educational Opportunities; *Higher Education; Institutional Role; *Public Education; *Relevance (Education); School Community Relationship; Social Change; *State Universities

This policy statement from the American Association of State Colleges and Universities addresses the benefits of public higher education. Along with introductory and concluding

Education; *Student Financial Aid; Student Loan Programs; Student Needs
IDENTIFIERS- *England

This publication sets out the guidance, terms, and conditions issued by the Department for Education and Employment for the Hardship Fund for higher education institutions in England. These hardship funds are made available to undergraduate, graduate, or further education students who face difficulty in meeting their living costs whether because of personal circumstances or unexpected hardship. They are not intended to pay tuition, and they do not substitute for student loans, and are intended only to help students in hardship situations. Some of the conditions of eligibility are outlined. The booklet also contains an updated version of the guidance on the allocation of Mature Student Bursaries. This guide confirms that the Department for Education and Employment has allocated 56.9 million pounds in Hardship Funds to English higher education institutions and describes the funds available to individual institutions. Essential information for the administrators of hardship funds is included, and the monitoring information required from the institution is described. Also included is an explanation of how fund allocations are calculated. Six annexes and an appendix contain additional details about eligibility and allocations. (Contains 16 tables.) (SLD)

ED 446 646 HE 033 498

Research Activity Survey, 2000. Consultation.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Colleges; Data Collection; Foreign Countries; Graduate Students; Higher Education; *Research; Research Assistants; *Resource Allocation; Surveys
IDENTIFIERS- *England

This document asks higher education institutions in England to update information on their research activity. Their responses will be used to inform the distribution of research funds by the Higher Education Funding Council for England for the academic year 2000-2001. Responses are to be submitted by December 12, 2000. Information is requested about research students, research assistants, research fellows, and income from charities. The survey also asks institutions to update data from the 1999 survey on fundable research students who are eligible to pay home and European Community fees so that funds can be distributed for the tuition and supervision of research students. To allocate generic research funds, institutions are asked to update information on income from research contracts that satisfy criteria on intellectual property rights and the rights to publish research output. Seven annexes contain notes about research students, assistants, and fellows, and instructions for completing the survey's disk-based templates. (SLD)

ED 446 647 HE 033 499

Cavell, Lori J.
Graduate Student Unionization in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.

Seem Small" (James L. Cooper and Pamela Robinson); chapter 2, "Getting Started: Informal Small-Group Strategies in Large Classes" (James L. Cooper and Pamela Robinson); chapter 3 "Going Deeper: Formal Small-Group Learning in Large Classes" (Karl A. Smith); chapter 4, "Restructuring Large Classes To Create Communities of Learners" (Jean MacGregor); chapter 5, "Implementing Small-Group Instruction: Insights from Successful Practitioners" (James L. Cooper, Jean MacGregor, Karl A. Smith, Pamela Robinson); and chapter 6, "Making Small-Group Learning and Learning Communities a Widespread Reality" (Karl A. Smith, Jean MacGregor). Each chapter contains references. (EMS)

ED 446 665   HE 033 517

Vesilind, P. Aarne
So You Want To Be a Professor? A Handbook for Graduate Students.
PUB DATE- 00
NOTE- 197p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; *Higher Education; Labor Market; *Professors; Student Evaluation; Student Evaluation of Teacher Performance; *Teacher Employment; *Teacher Responsibility; Teacher Salaries; Teaching Methods; *Teaching (Occupation); Tenure

Intended primarily for senior graduate students seriously considering a job in academia, this book begins with a discussion of available jobs in academia and how to get one. Chapter 1, "Employment Opportunities in Academia," explores the American higher educational system and the pros and cons of choosing an academic career. Chapter 2, "Getting an Academic Job," examines employment issues such as salary and job interviews. "Learning To Teach," "Organizing a Course," and "Presenting a Course," Chapters 3, 4, and 5, respectively, cover the teaching part of the job, with some theory and discussion on organizing a course, tips on lecturing, and a discussion of alternative teaching techniques. Chapter 6, "Meeting Your First Class," explores first-time fears and what to expect in the first class session. Chapter 7, "Testing and Evaluation," discusses some underlying theory of evaluation of students by testing and discusses the evaluation of professors by students. Professors' responsibilities as an advisor and mentor to students are explained in Chapter 8, "Advising and Mentoring." Chapters 9 and 10 "Research and Scholarship," and "Publishing," address choosing a research topic, finding funding, and how to get your research published. Chapter 11, "Getting Tenure," discusses tenure and the actual procedure for getting tenure. Chapters 12 and 13, "Academic Integrity" and "Getting Fired," relate to the professor's ethical responsibilities, first to maintain academic integrity in the university system, and second on how not to get fired from a tenured job. Chapter 14, "The Academic Career" provides information on managing an academic career. An appendix contains supplementary readings. (EMS)

ED 446 666   HE 033 518

City University of New York--Measuring Faculty Teaching Workload: Data Reliability.
PUB DATE- 00

be achieved on campus in preference to extending its limited resources to the school context. There is a privately sponsored Saturday morning program designed to prepare disadvantaged students for the university. Several modules have been developed to help students adjust to the university, notably "English for Academic Purposes" modules for those for whom English is a first or second language. Students in South Africa clearly need support in their transition from school to the university, but most support is given on campus shortly before and just after initial registration, with little effort made, for financial and capacity reasons, to prepare students before they reach the university. There is little chance that the selection of the secondary school system described as disadvantaged will emerge from its difficulties in the next few years. This suggests that institutions of higher education will need to provide the best possible context for incoming students. (Contains 65 references.) (SLD)

ED 446 685   HE 033 538

Sigmon, Robert L.
Linking Service with Learning in Liberal Arts Education.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; *Higher Education; *Liberal Arts; *Program Development; *Service Learning

This paper explores the ways liberal arts colleges and universities can conceptualize and design next generation service and learning programs that give more considered attention to the service dimension. A Service and Learning typology suggests four variations found on many campuses in which service and learning have some relationship: (1) service-LEARNING, where the primary emphasis is on learning goals; (2) SERVICE-learning with the primary outcomes service oriented, and learning goals second; (3) service learning, with the service and learning goals separate; and (4) SERVICE-LEARNING, where the goals are of equal weight and enhance each other. In designing programs for linking service and learning, it is necessary to define the participants, their purposes, the entity that defines the service and learning, the relationship of all parties involved, and the primary learners and servers. These things are determined by looking at the experience of program planners, reflections on changing views of service and learning, openness to new perspectives, and open dialogue. (SLD)

ED 446 686   HE 033 539

McClafferty, Karen A.
With Passion and Hope: The Delicate Bond between Research and Researcher. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE) (Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Higher Education; *Motivation; *Research; *Researchers; *Teacher Attitudes

important enough to read carefully and respond to accurately, are administered in a manner which guards student identity, and are influenced primarily by the faculty member's ability to establish a climate of positive communication. The second paper compares results of the 2000 survey with a similar survey conducted in 1994. Most students in both years agreed that faculty evaluations are used to improve instruction, are administered in a manner guarding student identity, and are given without faculty influence. Reflecting an upward trend of 7-12 percentage points in the 2000 survey, students responded that evaluations are given at the right time of the semester and are an important use of university funds. Downward trends of 4 to 9 percent were seen in response to the statement that "students are influenced by a student's grade in the course more than the by quality of the course" and that "students are influenced by course content more than teacher personality." An attached table details respondent demographics and beliefs. (DB)

ED 446 707 HE 033 562

Aviles, Christopher B.
Successful Collaboration between Student Affairs and Academic Affairs with a Graduate Follow-Up Survey.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; *Cooperative Programs; Departments; *Graduate Surveys; Higher Education; *Questionnaires; State Colleges; Student Personnel Services
IDENTIFIERS- *State University of New York Buffalo

This paper describes how the Career Development Center (CDC) at Buffalo State College (New York) successfully collaborated with several academic departments to develop and utilize an outcome based, graduate follow-up survey. To increase response rates to its graduate surveys, the CDC approached three academic departments (social work, engineering technology, and elementary education) and gave the departments the opportunity to include their own questions on the one-page alumni survey. Addition of the department's questions and chairperson's signature to the survey resulted in increased response rates from graduates in social work of 18 percent, in engineering technology of 24 percent, and in elementary education of 31 percent. In the following year the college institutionalized the survey with 30 academic departments participating. Problems are also identified such as more tedious tracking of surveys since all graduates no longer received the same survey. A sample survey using Career Development Center and Department of Social Work questions is attached. (DB)

ED 446 708 HE 033 563

Ross, Marlene; Green, Madeleine F.
The American College President, 2000 Edition.
PUB DATE- 00
NOTE- 114p.; "Developed and distributed with support from Heidrick and Struggles, Inc."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)

NOTE- 1838p.; For selected individual papers, see IR 019 358-370.
LANGUAGE- English
EDRS Price- MF16/PC74 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; Courseware; Distance Education; *Educational Media; *Educational Technology; Elementary Secondary Education; *Hypermedia; Material Development; *Multimedia Instruction; *Multimedia Materials; Postsecondary Education; *Telecommunications; World Wide Web

This proceeding presents 56 papers pertaining to the wide area of educational multimedia/hypermedia and telecommunications. The papers report on various stages of the development process, including the development and description of a concept, prototype development, prototype implementation and evaluation, and mainstream implementation. They cover a range of topics, including: (1) integrated World Wide Web (WWW) sites, e.g., courses on-line; (2) WWW delivery systems, e.g., WebCT, TeleTop; (3) WWW resources, e.g., Java Applets, assessment tools; (4) communications technologies, e.g., NetMeeting; (5) CD-ROM applications; (6) Novel environments; and (7) other, e.g., development processes, project management. (MES)

ED 446 729 IR 020 358

Appelt, Wolfgang; Mambrey, Peter
Experiences with the BSCW Shared Workspace System as the Backbone of a Virtual Learning Environment for Students.
PUB DATE- 99
NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Cooperation; *Cooperative Learning; *Cooperative Programs; Distance Education; Foreign Countries; Group Activities; Innovation; *Shared Resources and Services; *World Wide Web
IDENTIFIERS- Germany; *Groupware

The GMD (German National Research Center for Information Technology) has developed the BSCW (Basic Support for Cooperative Work) Shared Workspace system within the last four years with the goal of transforming the Web from a primarily passive information repository to an active cooperation medium. The BSCW system is a Web-based groupware tool for asynchronous and synchronous cooperation that extends the browsing and information download features of the Web with more sophisticated features for document upload, version management, member and group administration and more, to provide a set of features for more collaborative information sharing accessible with standard Web browsers. This paper describes the system and the experiences of using the system to establish a virtual learning environment for M.A. students of the Social Science Department of the Gerhard-Mercator University in Duisburg, Germany. The field study took place in summer 1998. It demonstrated the usefulness of the system for students and teachers as well as the need for further research and socioreiterating vocational education and training (VET) as the pivotal contributor to building national economic sustainability is framed in terms of human capital imperatives, economic rationalism, and corporate managerialism. Contemporary research on VET's value or outcomes often focuses on industry outcomes or particular activity rather than value to its wider community. The project would examine whether models of vocational provision constructed to service one sector, as opposed to mutualities of sectors, may mitigate against attempts by non-metropolitan communities to reposition themselves economically and socially in an increasingly globalized economy. A more inclusive definition of VET may be appropriate to more accurately describe the true value of VET activity and its benefits to communities in their quest for economic and social sustainability. The research method combines the focused interview process with open-ended questions. The sample consists of two strata: those employed in 17 industry groupings delineated for benchmarking performance in VET in Australia and those affiliated with community groupings operating in the study community. (Contains 56 references.) (YLB)

ED 446 226   CE 080 815

Toms, Jon; Golding, Barry; Falk, Ian; Kilpatrick, Sue
Value of Vocational Education and Training in a Non-Metropolitan Community. CRLRA Discussion Paper Series.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 15p.; Paper presented at "Quality and Diversity in VET Research," the Annual Conference of the Australian Vocational Education and Training Research Association (2nd, Melbourne, Australia, February 11-12, 1999). For related documents, see CE 080 809-818.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Communication Skills; Developed Nations; *Economic Development; Economic Impact; Empathy; Employment Qualifications; Foreign Countries; Informal Education; Job Training; *Lifelong Learning; *Nonformal Education; *Nonmetropolitan Areas; Outcomes of Education; Postsecondary Education; Regional Characteristics; *School Community Relationship; Secondary Education; Vocational Education
IDENTIFIERS- *Australia

A study examined the question of how one Australian non-metropolitan community consolidates and develops sustainable economic and social activity through the learning of community members. The research used a focused interview process with open-ended questions with these 2 major sub-groups in the community and explored their interrelatedness: 2 people employed in 17 industry groups delineated for benchmarking performance in vocational education and training (VET) and 1 person affiliated with groups of community organizations. Sources of learning in these three contexts were explored: in recent paid work, in community activities, in home activities. Respondents rated the value to them of these five sources of learning: at school, through post-school qualifications, through work, outside of work from involvement with community groups, and associated with home activities. Findings indicated nonformal and informal learning contributed to a substantial proportion of an individual's learning. Formal learning through

NOTE- 873p.; For keynote speeches and sub-session A-G papers, see CE 080 843-850 and CE 080 951.
LANGUAGE- English
EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Academic Standards; Adult Learning; Alternative Assessment; Articulation (Education); Benchmarking; Case Studies; College Programs; Competency Based Education; Computer Uses in Education; Corporate Education; Cultural Differences; Curriculum Development; Disabilities; Distance Education; Economic Development; Education Work Relationship; Educational Needs; *Educational Policy; *Educational Practices; Educational Quality; *Educational Research; Educational Technology; Employer Attitudes; Employment Programs; Employment Qualifications; Ethics; Foreign Countries;
IDENTIFIERS- Australia; Canada; Caribbean; China; European Union; Global Economy; Hong Kong; Impact Studies; *Information Age; Korea; Malaysia; Mexico; Philippines; South Africa; Taiwan; Tanzania; Turkey; United States

This document contains 123 papers from an international conference on vocational education and training (VET) for lifelong learning in the information era. The papers focus on the following themes: (1) societal and ethical issues; (2) human resource development and personnel training; (3) international issues; (4) information technology in VET; (5) partnership for VET; (6) program development; and (7) skills for the new millennium. The following are among the subthemes addressed in the individual papers: manpower planning; social issues; cross-border and culture issues; partnership issues; modeling and process; future directions; training effectiveness; language teaching; curriculum development and competency; curriculum and standards; leadership and professional development; distance education; program development; new information technology initiatives; teacher training; workplace initiatives; program outcomes; teaching and learning; VET in the workplace; modeling and training; teaching practice and assessment; educational approaches; industrialization and technological change; learning systems; management and planning; program design and teaching; competency and benchmarking; technological issues; knowledge development in VET; Web-based learning; impacts of VET; strategies and partnerships; pedagogical issues; skill testing, work-based training, and industrial partnerships; and international and multinational issues. Most papers contain substantial bibliographies. (MN)

ED 446 243   CE 080 843

Keynote Speeches.
PUB DATE- 00
NOTE- 51p.; In: Vocational Education and Training for Life Long Learning in the Information Era. IVETA International Vocational Education and Training Association Conference Proceedings (Hong Kong, China, August 6-9, 2000); see CE 080 842. Speech by Fanny Law not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Economic Development; Education Work Relationship; Educational Administration; Educational Change;

This paper stems from an evaluation of Turkey's first microcredit project aimed specifically at women, which was carried out with data derived through the Foundation for the Support of Women's Work (FFSW)'s Management Information System (which tracks credit users and repayment performance), application forms from women who applied for and received microcredit, records of meetings, and interviews with 27 of the 90 women who received microcredit. It tells the story of how FSWW created the idea of developing a microcredit project; describes project management, goals, and geographic areas involved in the project; profiles the project participants; and explains why the women need loans, what they spend them on, and how they cope with running a household and a business at the same time. Clear benefits from and barriers to the project are analyzed. The paper concludes by addressing these topics: some of the issues women face; outcomes for FSWW; what has been learned; what the FSWW experience can offer others in the field; and the future direction of FSWW in the field of microcredit. Appendices contain a list of project landmark dates and data tables. (KC)

ED 446 258 CE 080 860

Outstanding Results--Tomorrow's Challenge. Adult Education Changes Lives: Recipients of the 1998-1999 Secretary's Awards for Outstanding Adult Education and Literacy Programs.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Awards; Demonstration Programs; Educational Attitudes; High School Equivalency Programs; *Literacy Education; *Outcomes of Education; Professional Recognition; Program Effectiveness; Program Implementation; *Student Attitudes; Student Motivation

This book profiles the achievements and best practices of 10 outstanding adult education and literacy education programs in nine states that received the 1998-99 Secretary's Awards from U.S. Secretary of Education Richard W. Riley. The programs were selected from 35 nominated programs using the following criteria: program design, instructional design, learning environment, professional development, achievement of learner goals, and program standards and evaluation. The honored programs are the following: Community Learning Center, Cambridge, Massachusetts; Erie Adult Learning Center, Pennsylvania; Fayetteville Technical Community College's Workforce Preparedness Program, North Carolina; Givhans Community School Center for Lifelong Learning, Dorchester County Adult Education Program, South Carolina; McLennan Community College, Waco, Texas; Lafayette Adult Reading Academy, Indiana; Cape Girardeau Adult Basic Education, Missouri; Literacy Volunteers of America--Chippewa Valley, Wisconsin; Literacy Volunteers of Maricopa County, Arizona; and Pima County Adult Education, Arizona. Each program profile details promising practices, special features, outcomes, contact information, and adult learner success stories. (KC)

ED 446 259 CE 080 866

Kirk, James J.
Just-in-Time Web Searches for Trainers & Adult Educators.
PUB DATE- 00

utilization of the following items: learners' knowledge about their own ways of thinking; learners' self-control and self-regulation; and learners' beliefs and intuitions. Students must be given opportunities to engage in reflective abstraction and construct new meanings for themselves by using the following metacognition skills: judgment (the ability to see particular cases or situations as parts of a greater whole and select relevant approaches to given problems); understanding of the relevance of their existing knowledge, skills, and experience; and analysis and synthesis (the ability to put experience into appropriate and meaningful mental categories). Learners must engage in "situated cognition" that draws on the culture of people actually working in the field (thus putting them in a position similar to that of apprentices). (Contains 18 references.) (MN)

ED 446 276   CE 080 894

Durfee, William K.
A Successful Engineering Design Education Program Incorporating "Hands-On" and Interaction with Industry.
PUB DATE- 00
NOTE- 17p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883. Support for developing new programmes came from the Department of Education Fund for the Improvement of Postsecondary Education programme, Grant Number P11GB50755. Additional support was provided by the Institute of Technology and the Department of Mechanical Engineering at the University of Minnesota.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Adult Learning; Cultural Differences; Cultural Pluralism; *Engineering Education; *Experiential Learning; Financial Support; Graduate Study; Higher Education; Learning Activities; Nontraditional Students; *Partnerships in Education; Program Development; Program Effectiveness; *School Business Relationship; School Holding Power; Sex Differences; Student Projects; *Technical Education; Undergraduate Study; Womens Education
IDENTIFIERS- *Engineering Design; University of Minnesota

The Department of Mechanical Engineering at the University of Minnesota developed a new engineering design curriculum to meet the pedagogical needs of undergraduate and graduate engineering students and to excite and retain engineering students of both genders and from all backgrounds. The curriculum is based on a series of guided, hands-on experiences and significant collaboration with industry. The cornerstone of the undergraduate program is a new introduction to engineering course that teaches through product dissections and creative hands-on activities. At the graduate level, teams of business and engineering students undertake product development projects in collaboration with sponsoring companies. The resulting level of interaction between the university and industry has been shown to benefit students, faculty, and partner companies without requiring the expenditure of significant university resources. The curriculum's designers offered the following lessons for others considering similar programs: (1) engineering and business must lead the program equally; (2) creating appropriate confidentiality and intellectual property initiate effective remedial programs. (Author/JDM)

ED 446 293 CG 030 319

The Edge, Fall 1999.
PUB DATE- 99
NOTE- 33p.; Published annually.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Budgeting; Career Development; *Career Planning; Employment Patterns; Foreign Countries; Higher Education; Interviews; Lobbying; *Periodicals; Secondary Education; Stress Management; Wages
IDENTIFIERS- Canada; Guided Imagery

"The Edge" is a Canadian publication for youth. The mandate of the Edge is to support and celebrate all career journeys embraced by youth. This issue contains career profile articles covering three jobs: crane operator, indoor climbing instructor, and product certification tester. Career trends and the state of today's workplace are also discussed. Two articles concerning money are included. The first provides a sample paycheck and explains taxes, deductions, etc. The second discusses budgeting and provides a sample budget. Two teens, one who is planning to attend college and one who is not, are interviewed. Another article provides tips for succeeding in job interviews. Members of Wide Mouth Mason, a music group, discuss their work. Adolescents share embarrassing job moments and their ideas about what success is in two separate articles. Articles concerning stress management are included in this issue; one discusses guided imagery as a stress reduction technique. In another article, Canadian youth discuss barriers in their lives and how they are working to overcome them. Students are encouraged to lobby their schools for needed changes in the next article. A quiz with questions about the information covered in this issue is included. A list of resources concludes this issue. (MKA)

ED 446 294 CG 030 320

Handcock, Helen
The Facilitator's Edge: Group Sessions for Edge-ucators.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; *Adolescents; *Career Development; Career Planning; Daily Living Skills; Decision Making; Foreign Countries; Job Skills; Periodicals; Student Role; Workshops
IDENTIFIERS- Canada

The Facilitator's Edge is a workshop series based on the life/work messages of The Edge magazine. The workshops are deigned to help educators, youth workers, and their career practitioners facilitate conscious career building. This manual consists of five group sessions, each focusing on a different career-building theme. "Megatrends and Making it Happen" explores the concept of taking initiative by having participants consider megatrends and related work opportunities. Participants personalize their learning by exploring times when they have or have not made things happen in their own lives. "Career Building Outside the Box"

Prevention in Schools, the first national study of problem behavior containing information from multiple sources -- principals, teachers, and students. Nationwide, 7% of schools or an estimated 6,451 schools reported to law enforcement personnel at least one incident of physical attack or fight with a weapon during the year. These numbers may not accurately reflect what is occurring and suggestions are giving why principals under-report crime in their schools. One such reason is that principals are reluctant to report minor crimes because of the negative image it projects. In the survey, teachers reported on victimization in schools and on classroom disorder; 27% of teachers reported that student behavior kept them from teaching a fair amount to a great deal of the time. Students reported about their own participation in a variety of delinquent behaviors and drug use and on their experiences of personal victimization. The differences among schools in the levels of problem behavior suggest efforts should focus on schools most in need of improvement. In view of the data showing little convergence between principal's reports and other indicators, it seems unwise to depend on data about behavioral disorders reported by school administrators alone. (JDM)

ED 446 314 CG 030 431

Gottfredson, Gary D.
Environmental Focus in a Large National Sample of Schools.
SPONS. AGENCY- Department of Justice, Washington, DC. National Inst. of Justice.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Attitude Measures; *Behavior Rating Scales; *Educational Environment; Elementary Secondary Education; Environmental Research; Morale; *Personality Theories; School Surveys; Teacher Attitudes
IDENTIFIERS- Holland (John L)

This paper reviews research stimulated by Holland's (1997) theory of vocational personalities and work environments. It describes new research extending an examination of one part of the theory, environmental identity, to a large sample of school environments. The Organizational Focus Scale (G.D. Gottfredson and Holland, 1996b) was administrated to teachers in a large sample of schools. Intraclass correlations were examined resulting in a 16-item scale. Other school characteristics were measured including: measures of classroom orderliness; measures of school safety; and reports of principals about rates of crime reported to police. The scale was found to have remarkably high correlations with school morale and quality of administrator leadership. Despite limitations, this first study reporting on the application of the Organizational Focus Scale to implement the environmental identity construct produced promising results. Organizational focus was significantly and substantially correlated with a range of salutary organizational outcomes based on the reports of both students and teachers. The correlations with the Morale Scale can be taken as a general measure of organizational health. Appendix A is "Organizational Focus Questionnaire." (Contains 3 tables and 21 references.) (Author/JDM)

Bernice E. Cullinan); (12) "Fostering Reading Comprehension" (Linda B. Gambrell and Ann Dromsky); (13) "Assessing Reading and Writing in the Early Years" (Bill Harp and Jo Ann Brewer); (14) "Sign of the Times: Technology and Early Literacy Learning" (Shelley B. Wepner and Lucinda C. Ray); and (15) "Still Standing: Timeless Strategies for Teaching the Language Arts" (Diane Lapp, James Flood, and Nancy Roser). (NKA)

ED 446 336 CS 217 294

Lu, Mei-Yu
Language Development in the Early Years. ERIC Digest D154.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Child Development; Child Language; Early Childhood Education; *Language Acquisition; *Young Children
IDENTIFIERS- ERIC Digests

Written from a social interaction perspective, this digest provides an overview of children's language development in the first five years of life. Viewing language learning as both a social and a developmental process, the digest's three sections outline the process of language development in the first year, the second and third year, and in the preschool years. It argues that, to acquire a language, children must interact with other more competent language users as well as explore various aspects of the linguistic system. It concludes that during the early years of language learning, children also create, test, and revise their hypotheses regarding the use of language. (Contains 13 references.) (SR)

ED 446 337 CS 217 295

Smith, Carl B.
Writing Instruction: Changing Views over the Years. ERIC Digest D155.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Change; *Educational History; Educational Practices; Educational Trends; Elementary Secondary Education; Instructional Effectiveness; *Process Approach (Writing); *Writing Instruction
IDENTIFIERS- ERIC Digests

Noting that the emphasis in writing instruction over the past 40 years has shifted from product to process, this digest reviews the course and the primary features of this evolution from 1960-1999. The digest's first section discusses the move from writing product to writing process in the 1970s and 1980s, noting the groundswell of support for "process approaches" to learning to write. The next section outlines problems with process approaches in the 1970s and 1980s. The digest's third

Washington State faces the challenge of balancing a number of conflicting economic and political conditions that impact K-12 education either directly or indirectly. These include reduced vehicle license fees, an existing statewide spending limit, a state revenue surplus, proposals to provide property-tax relief, proposed voter initiatives to alter school funding, and significant public support for increasing investments in education. This paper provides a discussion of these issues and a description of the general features of school finance in the state. (DFR)

ED 446 358 EA 030 644

Van Patten, James J.; Siegrist, Jerry
Developing a Common Faith and Ethic for School Safety.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discipline; Elementary Secondary Education; *Parent Participation; *Psychological Patterns; Public Schools; Rejection (Psychology); School Administration; *School Safety; *School Security; Sexual Harassment; *Student Behavior; Suicide
IDENTIFIERS- American Educational Research Association

School safety is a topic of national debate due to the severity of student violence in the last few years. While the percentage of violent incidences in schools nationwide has decreased, the problem resides in the increased severity of such crimes. Teachers are facing random acts of violence seldom faced in the past. This paper discusses strategies for school administrators in addressing youth behavior problems: psychological profiles of students, suicide prevention strategies, targeting children and parents before behavior turns violent or to drugs, management by wandering around, restorative-justice, parental involvement, restrictive measures, school administration and litigation, sexual harassment, constitutional rights, religion and school dress, special rules for disciplining students with disabilities, conducting a manifestation review, and future trends. (Contains 27 references.) (DFR)

ED 446 359 EA 030 645

Hipp, Kristine A.; Huffman, Jane B.
How Leadership Is Shared and Visions Emerge in the Creation of Learning Communities.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Educational Change; *Educational Improvement; Elementary Secondary Education; *Leadership Qualities; *Leadership Training; Learning Experience; *Principals; Public Schools; *Teaching Models

contradictions arise simply because technology has made data acquisition and access, information production, and communication about educational outcomes easier. The paper examines how competing visions of democracy influence the understanding of the purposes of public education and the understanding of what accountability is and how it might be achieved. It also looks at how technology advances foster accountability by helping determine whether different educational purposes are being achieved. Lastly, it urges educational administrators to resist the lure of technology as the siren song of accountability, however it may be envisioned. Educational leadership programs can help administrators use technology to improve the ability to communicate clearly about educational outcomes that will support educational reform and productivity in the field. (Contains 16 references.) (DFR)

ED 446 381   EA 030 675

Derlin, Roberta L.
New Mexico Trends in Education Finance--Resource Allocation and Outcomes Assessment: Conflict or Compromise?
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Charter Schools; *Collective Bargaining; *Educational Change; *Educational Finance; *Educational Vouchers; Elementary Secondary Education; Outcomes of Education; Public Schools; *Resource Allocation
IDENTIFIERS- *New Mexico

This paper examines the political interaction surrounding the resolution of educational issues in the New Mexico legislative budget process for the fiscal year 2000. It contains information about school vouchers, charter schools, collective bargaining and related personnel issues, and criticism of Governor Johnson's stance on public education in New Mexico. (Contains 20 references.) (DFR)

ED 446 382   EA 030 676

Keedy, John L.; Achilles, Charles M.
A Crisis in the Principalship? The Intellectual Firepower Needed for 21st Century Schooling vs. Candidate GRE Scores.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Ypsilanti, MI, August 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; *Principals; *Problem Solving; Public Schools; *School Administration; *Scores; *Test Score Decline
IDENTIFIERS- *Graduate Record Examinations

Past researchers of education candidates have remarked that educational administration (EA) has attracted students of below-

Work and Work Incentives Improvement Act of 1999, extending Medicare coverage for SSDI recipients, the Presidential Task Force on Employment of Adults with Disabilities, the State Partnership Initiative, the Healthy and Ready to Work initiative, Department of Education systems-change projects, and efforts of specific agencies. Appended is a list of acronyms. (DB)

ED 446 403 EC 308 091

Fisher, Maurice D., Ed.
Gifted Education Press Quarterly, 2000.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academically Gifted; Adults; Case Studies; College School Cooperation; Educational Planning; Elementary Secondary Education; Higher Education; Home Schooling; Mathematics Instruction; Sciences
IDENTIFIERS- Michigan State University; Perfectionism

Four issues of this quarterly publications on gifted education include the following articles: "Unrecognized Giftedness: The Frustrating Case of the Gifted Adult" (Marylou Kelly Streznewski); "Shakespeare in the Classroom: The Bard is Back!" (Rosanna DiMillo Sandell); "What Teachers, Parents, and Administrators Need To Know about Gifted Students" (Susan Winebrenner); "Decreasing Perfectionism by Using Science in the Classroom" (Robert Arthur Schultz); "Here Comes High School: Understanding and Planning for Your Child's Educational Future" (Paula Olszewski-Kubilius and Lisa Limburg-Weber); "How To Teach Mathematics to Gifted Students" (Semyon Rafalson); "Radical Deceleration: Self-Directed Homeschooling for Highly Gifted Children" (Lisa Rivero); and "Gifted Education Programs at Michigan State University" (Jenny MacRae McCampbell). Each issue also includes briefer articles and book reviews. (Individual articles contain references.) (DB)

ED 446 404 EC 308 092

Hill, Katya; Romich, Barry
AAC Best Practice Using Automated Language Activity Monitoring.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Biennial Conference of the International Society of Augmentative and Alternative Communication (9th, Washington, DC, August 2-6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Augmentative and Alternative Communication; *Communication Disorders; *Computer Software; *Data Analysis; *Data Collection; Elementary Secondary Education; Intervention; Language Skills

This brief paper describes automated language activity monitoring (LAM), an augmentative and alternative communication (AAC) methodology for the collection, editing, and analysis of language data in structured or natural situations with people who have severe communication disorders. The LAM function records each language event (letters, words, phrases, sentences) from the AAC system and attaches a time stamp. The data stored in the LAM is then periodically uploaded to a

PUB DATE- 00
NOTE- 25p.; Funded by the Universidad del Pais Vasco (Vicerrectorado de Investigacion), grant #103.130-HA87/97.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Classroom Observation Techniques; Communicative Competence (Languages); Discourse Analysis; Elementary Secondary Education; *English (Second Language); Feedback; Grammar; *Interaction Process Analysis; *Interpersonal Communication; Interviews; Linguistic Input; Native Speakers; Paralinguistics; Second Language Instruction; Second Language Learning; Syntax

The question of whether the English-as-a-foreign-language (EFL) classroom is an environment that promotes input, feedback, and the production of output that is necessary for successful second language learning is addressed. Such questions have arisen within the context of a growing emphasis on communicative activities and student-to-student interaction in the EFL classroom and concerns about the limited access to input and feedback from native speaker (NS) teachers and to native speakers outside the classroom. In order to address these concerns, the interactions of seven dyads of EFL learners were compared with that of seven dyads of English native speakers on two communication tasks. Results of the comparisons revealed that learner-learner dyads were not significantly different from learner-NS dyads with respect to their contributions of input, feedback, and output as they participated in the common communication tasks. Results of the study thus supported the EFL environment as a learning environment; however, linguistic inaccuracies on the learners' parts suggested that in addition to communicative activities, more targeted, grammar-oriented approaches may also be in order. Six tables and 39 references are included. (Author/KFT)

ED 446 430 FL 026 438

Pomerantz, Anne
Interviews and Identity: A Critical Discourse Perspective.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; Interpersonal Communication; *Interviews; Participant Observation; Perspective Taking; *Self Disclosure (Individuals); Self Expression; Social Cognition; Sociolinguistics

This article examines how participants in an interview use different linguistic and social resources in order to construct multiple, complex self-representations. It discusses interviews from a critical discourse perspective. In particular, it suggests that interviews are sites of struggle where individuals strive to construct representations of themselves, where they choose among possibilities for stating a particular idea and align themselves with both certain ways of understanding the social world and the people who have historically understood the social world from that perspective. They identify themselves with certain subject positions, the notion of which is thought to capture the idea of social identity. Research questions include the following: what social and linguistic resources are available; how do interviewers used for the purpose of developing bilingual and biliteracy skills. The project was structured after the 90/10 model, which provides 90 percent of instruction in Spanish and 10 percent in English instruction in kindergarten and first grade. Instruction in English is increased by 10 percent with each grade until a balance of 50/50 is reached in fifth grade. This paper provides information about this Title VII-funded program as implemented in two inner-city elementary schools. The teachers and instructional assistants foster high academic achievement by teaching content areas using both English and Spanish, and literacy skills are acquired in both languages. The structure of the class is such that English and Spanish-dominant students are placed together so that students learn from each other as well as the teacher. The results have been positive: after 2 years of dual instruction, students are performing better than expected in both language acquisition and academics. Nine references and six appendices (covering a description of Title VII, sample lessons from classroom observations, an assessment calendar, a training summary, a professional development survey, and a classroom observation checklist) are included. (KFT)

ED 446 451 FL 026 466

Moats, Louisa Cook
Speech to Print: Language Essentials for Teachers.
PUB DATE- 00
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Cognitive Development; Content Area Reading; Elementary Education; *Literacy; Morphology (Languages); Phonetics; Phonology; Reading Instruction; Second Language Instruction; Second Language Learning; Semantics; Syntax; Teacher Education; Writing Instruction
IDENTIFIERS- Orthography

This book argues that elementary school teachers should study language, because knowledge of language is the foundation for teaching children to read explicitly and systematically. The book is written in nontechnical, accessible language and seeks to help the reader to understand the organization of written and spoken English, discover the connection between language structure and how individuals learn to read, get examples of students' writing to help interpret children's mistakes, and apply the concepts of phoneme awareness, spelling, vocabulary, and comprehension in sample lesson plans and adaptations. All this will enable educators to identify, understand, and, most importantly, solve the problems students with or without learning disabilities may encounter when learning to read and write. The book's 8 chapters' titles include the following: "Why Study Language?" "Phonetics;" "Phonology;" "Morphology;" "The Structure of English Orthography;" "Semantics;" "Syntax;" "The Structure of English Orthography;" "Semantics;" "Syntax;" and "Language and Instruction." The book's 8 appendices include case studies, sample lesson plans, additional examples of orthographic patterns in English, syllable review and self-evaluation, 100 words commonly used in writing, developmental spelling inventories, an answer key, and a glossary. Also included are an index and 128 references. (KFT)

ED 446 452 FL 026 467

articulate a system-wide approach to LTs; and that each institution indicate their level of commitment to LTs via their strategic plans and policies. (HB)

ED 446 473   HE 033 227

Mulvey, Patrick J.
Graduate Student Report, 1997. AIP Report.
PUB DATE- 99
NOTE- 6p.; Report of the American Institute of Physics, College Park, MD.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Astronomy; College Graduates; *Enrollment Trends; Financial Support; Foreign Students; *Graduate Students; Graduate Surveys; Higher Education; Masters Degrees; Physics; Statistical Data; Tables (Data); Universities

The 1990s have seen change in the populations of graduate students in physics departments across the country. The Graduate Student Survey captures demographic characteristics of approximately 10,600 physics and astronomy students who were enrolled in the 1996-97 academic year. It describes the students' sources of support, areas of specialization, country of origin, and years of study for those receiving degrees. The paper discusses the results in light of the decline of total enrollment in U.S. physics graduate departments over the past decade. First-year enrollment has declined in the last decade and is expected to continue to decline over the next decade. The enrollment decline has been steeper for U.S. students than for foreign students. Foreign students now make up 45% of the physics graduate student population. Support for graduate students in physics and astronomy varies by department. Years of study averages 6.1 for students receiving doctorates. Foreign students are higher in numbers in physics than astronomy, and the number of women in physics is less than the number of women in astronomy. The report includes tables and summaries of major findings. (HB)

ED 446 474   HE 033 228

Ivie, Rachel; Stowe, Katie
Academic Workforce Report, 1997-98. AIP Report.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Employment Patterns; *Employment Statistics; Faculty Recruitment; Higher Education; Labor Turnover; *Physics; Retirement; Statistical Data; Tables (Data); Universities; Women Faculty

This report issued by the American Institute of Physics presents data on various aspects of the physics academic workforce. For the school year 1997-98, the institute measured the number of physics faculty, number of women faculty, turnover rates, retirement rates, new hires, frozen positions, and faculty recruitment efforts. Data suggest that the academic workforce in physics has remained relatively steady. Overall, the data indicate stability in hiring and turnover and in the physics faculty population as a whole, although individual departments have experienced change. The number of FTE (full-time studies, including Mexico, the Philippines, Malaysia, India, and Hungary. The document addresses the "missing link" between education and development. (HB)

ED 446 497   HE 033 290

Magolda, Marcia B. Baxter
Creating Contexts for Learning and Self-Authorship: Constructive-Developmental Pedagogy. Vanderbilt Issues in Higher Education.
PUB DATE- 99
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Development; Colleges; *Constructivism (Learning); Educational Methods; Epistemology; Higher Education; Individual Development; Instruction; *Learning; *Learning Theories; Teaching Methods; Teaching Models; Universities

Constructive-developmentalism is a theory of learning that incorporates two major concepts: (1) that students construct knowledge by organizing and making meaning of their experiences, and (2) that this construction takes place in the context of students' assumptions about and creation of knowledge. A gap often exists between instructor and students, making engaging students effectively a major challenge. Many college faculty struggle to engage learners meaningfully. This book is intended to help college faculty create the conditions in which students learn to construct knowledge. A constructive-developmental approach to teaching promotes self-authorship, and this document focuses on articulating structures and processes for implementing that approach. Three sections of this work cover, respectively, the need for a constructive-developmental pedagogy and the problems and promises and various forms of such pedagogy. (HB)

ED 446 498   HE 033 291

Futures, 1999: Your Guide to Life after High School.
PUB DATE- 00
NOTE- 490p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Career Exploration; Career Guidance; College Admission; *College Bound Students; College Choice; Colleges; Curriculum; Employment; High School Graduates; High School Seniors; High Schools; Higher Education; Parents; Paying for College; Technical Education; Universities

Futures is an annual resource document designed to help high school students prepare for post-high school activities and decisions. Materials are provided for a variety of audiences, including counselors and teachers, students, and parents. The resource document covers high school curriculum choice, employment and work profiles for a variety of jobs, and an overview of Kentucky post-secondary schools. The document also discusses technical colleges as viable post-secondary options. The document looks at college choice, the application process, financial issues related to paying for college, and an overview of college life. It includes a section for parents. A glossary are deficient and proposes some options to assist in a seamless school-to-work (STW) transition. Information is listed or summarized in areas including: (1) enrollment facts; (2) labor market trends; (3) skills and factors contributing to successful work performance; (4) an expert model for engineers; (5) level of skill/competencies required for entry-level college-educated positions and level of educational preparedness; (6) competencies for technical graduates; (7) competencies for non-technical graduates; (8) workforce readiness of undergraduates at Michigan State University; and (9) methods of preparing students to transition to work. (EV)

ED 446 518 HE 033 348

Oklahoma State Regents for Higher Education: Admission/Retention and Assessment Standards Summary.
PUB DATE- 00
NOTE- 8p.; Cover page reads: "Oklahoma Higher Education Standards Admission/Retention/Assessment."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Admission Criteria; College Applicants; College Students; *Educational Improvement; *Higher Education; *State Standards; Student Evaluation
IDENTIFIERS- *Oklahoma

Oklahoma's three-tiered system of higher education provides access for all students, with the comprehensive universities requiring the highest standards, regional universities requiring less restrictive standards, and the two-year colleges having open door access. The various tiers help students match their level of academic preparation to the appropriate learning environment necessary for college success. Every two years, the State Regents publish the "Admission Policy Impact Study" as part of a policy evaluation process. During the late 1980s, Oklahoma's student academic performance lagged behind that of other regional states. This paper outlines the State Regents' comprehensive efforts to accelerate positive academic change to Oklahoma's higher education system with a combination of strengthened admission/retention and assessment standards. It concludes with student performance information, from 1987-88 through 1997-98, that indicates a favorable systemwide impact. (EV)

ED 446 519 HE 033 350

Statistical Summary of Missouri Higher Education, 1999-2000.
PUB DATE- 00
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Admission (School); *College Faculty; *College Students; Colleges; Degrees (Academic); Educational Finance; *Enrollment; *Higher Education; Statistical Data; Student Financial Aid; Tables (Data); Transfer Students
IDENTIFIERS- *Missouri

This report provides a statistical summary of higher education in Missouri for the 1999-2000 academic year. More than 74 tables provide data on: advanced placement enrollment in secondary schools, American College Testing program scores by institutional sector, high school rankings by institutional sector, the Missouri Coordinating Board for Higher Education

Erikson, Lisa
At-Risk Student Perceptions of the Value of Their Freshman Orientation Week Experiences.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Tampa, FL, February 25-March 1, 1998). Some text is smudged.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Basic Skills; *College Freshmen; *Cultural Literacy; *High Risk Students; Higher Education; Interpersonal Competence; School Holding Power; *School Orientation; Student Adjustment; Student Attitudes
IDENTIFIERS- Critical Literacy; *Freshman Orientation; Mount Ida College MA

This paper describes the impact of one college's Freshman Orientation Week (FOW) just prior to the fall semester as the first component of an academic achievement and retention enhancement program for at-risk students, The Learning Circle (TLC). TLC provided cognitive, metacognitive, affective, and behavioral skills and literacy training in five areas: basic skills literacy, specialized skills literacy, cultural literacy, multicultural literacy, and composite world literacy. During FOW, students lived together and met with a personal learning specialist. TLC included weekly group meetings with the program director, peer mentoring, and study groups. Data were collected via written assessments of what students felt they could and could not handle during the semester and strengths and weaknesses of the program. The FOW developed a strong sense of solidarity among 23 participating students and between these students and participating faculty and administrators. This solidarity and initial bonding helped integrate students into the academic, dormitory, and campus life throughout the semester. All 23 students felt they would be more successful academically and socially following the FOW. They all finished the fall semester, and 91 percent preregistered for the spring semester. Their mean fall semester grade point average was 2.3. (Contains 16 references.) (SM)

ED 446 541 HE 033 376

Student Financial Aid Handbook, 2000-2001. Volume 1: Student Eligibility.
PUB DATE- 00
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship; *Eligibility; *Federal Aid; Financial Aid Applicants; Grants; Higher Education; *Need Analysis (Student Financial Aid); Needs Assessment; Parent Financial Contribution; Paying for College; Student Costs; *Student Financial Aid
IDENTIFIERS- Selective Service; Social Security Numbers

This handbook helps financial aid administrators determine students' eligibility for aid from the U.S. Department of Education's Student Financial Assistance (SFA) programs. An introduction describes information sources, conflicting information, fraud case referral, status change, electronic and secondary school online developments. Section 2, "Policy Issues Affecting Distance Learning," discusses: the American Association of University Professors policies on distance education and intellectual property; security and privacy; and iCopyright.com launches automated copyright permission process. Section 3, "Virtual Universities," describes three virtual universities in the United States. Section 4, "Update of Governmental Activities," focuses on: the Federal Trade Commission addresses privacy concerns; the emerging role of the Internet Corporation for Assigned Names and Numbers; Copyright Office issues guidelines for distance education; and activities of the U.S. Department of Education (Distance Education Demonstration Program and Learning Anytime Anywhere Partnership grants). (SM)

ED 446 561   HE 033 401

Higher Education Reform for Quality Higher Education Management in the 21st Century: Economic, Technological, Social, and Political Forces Affecting Higher Education. Proceedings of the 1999 Six-Nation Summit (Hiroshima, Japan, September 20-21, 1999). RIHE International Seminar Reports, No. 11.
PUB DATE- 00
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change Strategies; Computer Uses in Education; Continuing Education; *Educational Change; Educational Policy; *Educational Quality; Educational Technology; Foreign Countries; Governance; Higher Education; Internet; Lifelong Learning
IDENTIFIERS- China; Germany; Japan; Reform Efforts; Reform Strategies; Singapore; Switzerland; University of Hawaii; University of Pennsylvania

This publication presents proceedings from a 1999 conference on higher education reform and quality that involved six countries: China, Germany, Japan, Singapore, Switzerland, and the United States. The first section, "Report of the Six-Nation Higher Education Project," presents "Summary of the Progress of the Higher Education Research Project and the Meaning of the President's Summit" (Akira Arimoto). The next section, "Keynote Address," presents "Governance in the 21st Century University: The World is Changing Faster than the Governance System can Accommodate" (Kenneth P. Mortimer). The third section, "Presidents' Session Reports," includes: "A System in Transition: Higher Education Policy Update and Future Plans from China" (Ruiqing Du); "Reform for Quality Higher Education in the 21st Century: Policy and Future Plans from the United States Perspective" (Elisabeth A. Zinser); "Present and Future of Higher Education in Japan" (Makoto Nagao); "Establishment of Efficient Management in an Institution of Higher Education" (Yasuo Harada); "Strategies for Lifelong Learning: Re-thinking University Education in Terms of Continuing Education" (Werner Meissner); "Financial Management and Planning: or How to Implement Changes More Smoothly" (Luc Weber); "The Strategic Planning Process at the University of Hawaii" (Kenneth P. Mortimer); "Singapore's Experience in Higher Education" (Linda Low); "Reform Measures for Universities in the 21st Century" (Naoki Murata); "Promoting Financial Efficiency through Administrative Technology Applications" (Stephen T. Golding); "E-Enabled Information at the University of Pennsylvania" (Robin H. Beck); "The Internet Changes Everything" (Darren Rushworth); "Technology and the Curriculum: The NTU

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Aid; Higher Education; *Need Analysis (Student Financial Aid); *Records (Forms); *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Free Application for Federal Student Aid

This form is used to renew an application for federal and state student grants, work-study, and loans. The form begins with instructions, deadline dates for state student aid, and instructions on renewing an application on the Web. Sections of the application request borrower (student) information, student and spouse income and assets, student status, parental information, student and spouse household information, school information, and signature and date. The form also contains information on the Privacy Act and use of social security numbers, state certification, and the Paperwork Reduction Act of 1995. (EV)

ED 446 582 HE 033 422

Student Financial Aid Information Toll-Free.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Applicants; *Grants; Higher Education; Information Dissemination; *Paying for College; *Student Financial Aid; Student Loan Programs

This brochure describes the work of the Student Financial Aid Information Center, through its toll-free number: 1-800-4 FED-AID (1-800-433-3243). The Center answers questions about major aid programs, such as Pell Grants and Stafford/PLUS Loans. The Student Financial Aid Information Center helps students through the application process by confirming dates, issuing duplicate Student Aid Reports, and helping students with various stages of the aid process. The brochure also contains information about other Student Financial Aid call centers, including a center to help students with applications on the Web and information centers for advice on consolidating loans or defaulted loans. Spanish language services are available from the Federal Student Aid Information Center. (SLD)

ED 446 583 HE 033 423

Hyndman, Arnold G.; Ashbaugh, Anne
Livingston College's Minor in Organizational Leadership: A Theoretical Framework for Leadership Education in the Context of an Undergraduate Curriculum.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Leadership Educators (Toronto, Ontario, Canada, July 15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum; Higher Education; Leadership; *Leadership Training; *Organizations (Groups); Undergraduate Study

Goldman, Charles A.; Massy, William F.
The PhD Factory: Training and Employment of Science and Engineering Doctorates in the United States.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.; Rand Corp., Santa Monica, CA.
PUB DATE- 01
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Doctoral Degrees; *Doctoral Programs; Educational Attainment; *Employment Patterns; *Engineering; Engineers; Futures (of Society); Graduate Study; Higher Education; Sciences; *Scientists; *Supply and Demand; *Training

Based on new research exploring the training and employment of science and engineering PhDs in the United States, this book predicts that with constant future resources and with constant domestic employment outside academe, academic departments will produce an average 20% to 24% annual excess of new Ph.D.s over employment opportunities. The models show that expanding university research and education will make the imbalance worse over the long run. These arguments are advanced in these chapters: (1) "The National Investment in PhDs"; (2) "The System of Training and Employing PhDs"; (3) "The Employment Gap for PhD Scientists and Engineers"; (4) "Production of Teaching and Research in Departments"; (5) "Student Attainment of the PhD"; (6) "Faculty Career Patterns"; (7) "Conclusions about the Academic System"; (8) "Modeling the Employment Gap for PhD Scientists and Engineers"; (9) "Modeling Production of Teaching and Research in Departments"; (10) "Modeling Student Attainment of the PhD"; (11) "Modeling Faculty Career Patterns"; and (12) "Future Directions in Research." An appendix discusses the treatment of departments in the modeling. (Contains 35 tables, 27 figures, and 36 references.) (SLD)

ED 446 603 HE 033 444

Stein, Ruth Federman; Hurd, Sandra
Using Student Teams in the Classroom: A Faculty Guide.
PUB DATE- 00
NOTE- 204p.; Foreword by Mara Sapon-Shevin.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *College Students; *Cooperative Learning; Higher Education; Teaching Methods; *Teamwork

Part 1 of this guide to using teamwork in the classroom introduces the theory underlying teamwork and suggests basic ways to think about incorporating teamwork into the college classroom. Part 2 contains practical information for anyone who is planning to use teams, with guidelines, examples, and materials to help students communicate effectively in teams. Part 3 includes discipline specific examples of teamwork from faculty at Syracuse University. The examples range from architecture to engineering to writing. They demonstrate the extensive variety of approaches that faculty have created to incorporate teamwork in their classes. Part 4 contains articles and a case study about teamwork in higher education classrooms. The chapters in parts 1, 2, and 4 are: (1) "Teamwork Theory and Discussion"; (2) "Technology and Teamwork"; (3) "Exercise for sections, the statement addresses access, academic quality, research and public service, accountability, public financial support, and balanced governance. The statement asserts that shifting the historic balance between public support and individual tuition payments will lead to individual elitism and economic divisiveness, while continuing public support will encourage the greater breadth and quality of public higher education, greater accessibility, and continued expansion of research and public service activities. (EV)

ED 446 625 HE 033 470

Marttunen, Miika; Laurinen, Leena
Quality of E-Mail Argumentation in Higher Education.
PUB DATE- 00
NOTE- 8p.; Paper presented at the International Conference "Innovations in Higher Education 2000" (Helsinki, Finland, August 30-September 2, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Discourse; Critical Thinking; *Electronic Mail; Foreign Countries; *Group Discussion; Group Dynamics; Higher Education; *Persuasive Discourse; Role Playing; *Teaching Methods
IDENTIFIERS- Finland

This study involved a teaching experiment in which academic argumentation was practiced during a ten-week email course in a Finnish university. During the course, two working methods were used: free debate and role play. The aim of the study was to clarify how these two working methods activated students in mutual argumentative dialogue and affected its quality. The research questions were: (1) "How interactive were the students' messages?"; (2) "How argumentative was the interaction?"; (3) "What roles did the students assume during the interaction?"; and (4) "Was the quantity and quality of interaction affected by working method and gender?" An analysis of students' messages indicated that most (78 percent) were interactive, but most of those only involved two students. Most messages took a neutral position. Thus, findings suggested that one of the tasks of the course, to encourage students to engage in active argumentative discussion with contributions by many students, was not satisfactorily achieved. Role playing increased argumentation, and gender differences were noted. (Contains 17 references.) (EV)

ED 446 626 HE 033 472

State Minimum Core Curricula: Arkansas Institutions of Higher Education, 2000.
PUB DATE- 00
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Core Curriculum; Higher Education; State Colleges; State Curriculum Guides; *State Standards; Transfer Policy; Transfer Programs
IDENTIFIERS- *Arkansas

This document provides state minimum core curricula for each two- and four-year institution of higher education in Arkansas, determined by the Department of Higher Education. Courses within this core are to apply toward the general education core

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Graduate Students; Higher Education; Literature Reviews; *Part Time Faculty; Private Colleges; Public Colleges; *Teaching Assistants; *Unions
IDENTIFIERS- ERIC Digests

This digest addresses the history, motives, key players, potential effects, and future of the graduate student unionization movement. The course of faulty unionization efforts is intricately tied to that of graduate student unions. Graduate student employees have attempted to unionize at both public and private college and universities. There has been a significant increase in the use of teaching assistants since 1975, and the use of graduate students as instructors has tightened the already competitive academic job market. Graduate students and part-time faculty fear that there will not be space for them in the permanent, full-time, tenured positions of academia, and many look to unionization as a means to secure their current positions and force universities to acknowledge the dilemma. The issues that typically arise are whether graduate students can be considered employees, and whether unionization is appropriate for graduate students. These decisions vary by state. Within institutions, most opposition has come from full-time tenured faculty. To date, few studies have been conducted on the effects of graduate student unions, but universities without graduate assistant unions and with heavy use of part-time faculty and graduate students have experienced stagnation in full-time faculty salaries. The future of graduate student unionization is uncertain, although in public higher education institutions, the path appears to be widening for such unions. Graduate student unions at private institutions face additional complications, and the issues related to these unions merit further consideration. (Contains 14 references.) (SLD)

ED 446 648   HE 033 500

Kezar, Adrianna J.
International Higher Education: ERIC Trends, 1999-2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Colleges; *Cross Cultural Studies; Foreign Countries; *Higher Education; *International Education; International Studies; Literature Reviews; Scholarly Journals

The literature about international issues in higher education has increased over the last decade. In recent years there has been a particular emphasis on cross-cultural comparisons of common concerns, as evidenced by the growing number of journals that focus on international education. The new knowledge-based economy has resulted in a move toward utilitarian views of higher education in which economic values are emphasized and fiscal resources are the true measure of value. This change in values requires balancing the focus of economic growth with the traditional functions of universities. Several other trends notable in the literature about international higher education

NOTE- 19p.; Produced by State of New York Office of the State Comptroller, Division of Management Audit and State Financial Services.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Instruction; Credits; *Data Analysis; *Faculty Workload; Higher Education; *Reliability; *Teaching Load
IDENTIFIERS- *City University of New York; *Data Quality

The City University of New York (CUNY) measures teaching workload according to credit hours taught by faculty. This information, as well as other personnel and faculty workload data, are recorded in CUNY's central administration's computerized City University Personnel System (CUPS). Each campus is required to submit electronically data on faculty workload at the end of each semester and annually. This audit examined CUNY's ability to measure its teaching workload for the period July 1, 1997 through June 30, 1998, specifically looking at what steps CUNY needs to take to improve the reliability of CUPS data for the purpose of measuring and comparing its faculty teaching workload. One of the significant limitations found was that colleges were updating the data to reflect maximum credit hours permitted under the faculty contract rather than the actual workload performed by the faculty. It was also determined that CUPS showed no teaching workload for some faculty members while other faculty members were credited for non-structured courses such as lectures, independent study, and class sizes of less than six students. In order to accurately access the impacts and validity of the data collected in CUPS, colleges must record their actual teaching workloads, resolve instances where faculty are listed without any teaching workload, implement procedures which provide for the detection and correction of incomplete or inaccurate teaching workload data, and document all formulas and guidelines used in reporting faculty teaching workload to CUPS. An appendix contains comments of CUNY officials. (EMS)

ED 446 667 HE 033 519

Jones, Bonnie J.; Borges, Nicole J.
Evaluation of Psychological Factors in Medical School Admissions Decisions.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Mid-Western Educational Research Association Annual Meeting (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Admission Criteria; *College Admission; *College Applicants; Grade Point Average; Grade Prediction; Higher Education; *Medical Schools; *Psychological Characteristics; Psychological Evaluation; Psychological Testing
IDENTIFIERS- Sixteen Personality Factor Questionnaire; Thematic Apperception Test

Medical school admissions committees are expected to select physicians with specific attributes such as intelligence, altruism, dutifulness, and compassion. Besides basing these attributes on the best professional judgment of the physicians and medical school faculty, there has been little quantitative research to determine the psychological factors that predict success as a physician, medical student, or premedical student.

This paper describes a study of the factors that motivate researchers toward particular topics as well as the obstacles that may keep them from pursuing these topics with passion and empathy. Interviews were conducted with 47 faulty members at 2 California research universities, 1 public and 1 private. In keeping with the grounded theory approach, an iterative process was used for data analysis. Although this was not intended to be a study of emotions in academic work, the open-ended protocol ensured that issues salient to the respondents would emerge. The passions and personal connections that motivated these educational researchers were unmistakable. Strong drives for social or educational change were tempered, however, by circumstance and process, especially the pressures of working in an organization in which individuals are expected to work toward promotion and tenure. The tenure process emerged as the strongest indicator of whether these researchers experienced constraints as they set their research agendas. Assistant and associate professors were more likely to think of their work with passion and resolve. The data reveal the complex way in which motivations and constraints interact as new faculty find their place in the academy. (Contains 54 references.) (SLD)

ED 446 687 HE 033 540

Kinser, Kevin; Mueller, John A.; Brownell, Jayne E.
Studying Student Culture via the Internet. ASHE Annual Meeting Paper.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (ASHE) (Sacramento, CA, November 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Culture; *Ethics; Higher Education; *Homosexuality; *Internet; Online Systems; *Research Methodology

This paper describes the attempt to use the Internet to study a particular student culture. The goal is to highlight the ethical and procedural issues encountered in the Internet study of an online student culture. The primary purpose of the study was to examine how closeted gay students experience their identity on campus and in an online environment. Other than the invitation to participate, no messages were sent to chat rooms and no conversations or discussions were initiated in the public forums. Researchers only responded to inquiries that were directed to them privately, and were careful to follow the community guidelines for chat rooms they entered. Ultimately 13 individuals consented to participate in the study, and 7 agreed to be interviewed online. In addition to the formal data collection, researchers engaged in more than 100 exchanges with potential participants. The research application was readily accepted by the college's institutional review board. Several technical problems were evident, especially with regard to Internet access. A positive aspect of the research was that costs for data collection were minimal. The greatest benefit of the approach was that the participants' anonymity was virtually assured. It also appears that the anonymous culture of the Internet caused many dropouts and no-shows among those the researchers expected to participate. The researchers thought that they were not altogether successful in negotiating the Internet culture, and they recognized some problems with reliability and validity. They did attract respondents from 11

DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; Administrator Role; *Administrator Selection; *College Presidents; Demography; Higher Education; Minority Groups; National Surveys; Questionnaires; Trend Analysis

This report is the fourth in the National Presidents' Study series and presents results of the 1998 study responded to by 2,380 college and university presidents. Highlights of presidents in 1998 compared to 1986 include: the percentage of women presidents doubled, from 9.5 percent to 19 percent; the proportion of minority presidents increased from 8 to 11 percent; and 30 percent of presidents had never been a full-time faculty member, compared with 25 percent in 1986. Highlights concerning recently hired presidents include: the average age of new presidents was 55 years and was older at the time of hire than those hired 5 years ago, and that 25 percent of all newly hired presidents were women. Highlights concerning presidents' duties include: presidents reported spending the most time on planning, fund raising, dealing with personnel issues, and budgeting; and presidents were most likely to wish that they had more training in fund raising and financial management. Highlights concerning the presidential search process include: about one-fifth of presidents felt they did not have a clear understanding of some aspect of the campus or job when they took the position and 70 percent of presidents had a written contract when hired. Appendices provide the questionnaire and extensive detail on respondent characteristics and responses. (DB)

ED 446 709   HE 033 564

Middaugh, Michael F.
Understanding Faculty Productivity: Standards and Benchmarks for Colleges and Universities. The Jossey-Bass Higher Education and Adult Education Series.
PUB DATE- 01
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Benchmarking; *College Faculty; Decision Making; *Evaluation Methods; *Faculty Workload; Governing Boards; Higher Education; *Productivity; Quality Control
IDENTIFIERS- *University of Delaware

This book is intended to provide consistent and reliable quantitative and qualitative information on faculty productivity and accountability to help counter criticism and accurately describe what faculty do to the policy makers and/or the general public. It reports on a study at the University of Delaware that focused on instructional costs and faculty productivity at the academic discipline level of analysis and notes how institutions, system administrations, and governing boards are using the Delaware data to make better decisions. The opening chapter examines earlier institutional and national efforts to define and describe faculty activity and delineates the shortcomings in those approaches. The following six chapters address the following topics: (1) responding to public pressure for systematic accountability; (2) a quantitative perspective on productivity and accountability; (3) measuring productivity - what about quality? (4) laying the groundwork for dependable productivity benchmarks; (5) using quantitative benchmarking data; and (6) establishing qualitative benchmarks in individual departments. A concluding chapter considers efforts to create a cost model and contributions of the technical redesign. (AEF)

ED 446 730 IR 020 359

Bell, Benjamin; Kaplan, Danielle
CourseMaster: Modeling a Pedagogy for On-Line Distance Instruction.
PUB DATE- 99
NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf. Figures contain small type that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; *Distance Education; *Educational Technology; Graduate Study; Higher Education; *Instructional Design; *Instructional Development; Nontraditional Education; Online Systems; World Wide Web

As attention becomes increasingly focused on distance education in the public eye and within the academic community, a sense of urgency to develop online course offerings is taking hold among institutions that wish to be responsive to student needs (real or perceived) and that do not want to be "left behind" as peer institutions tool up for distance instruction. With the host of software tools available, adapting courses to the on-line learning environment does not pose insurmountable technical obstacles, and can be almost routine. What becomes a challenge is preserving the original value of the instructional design and adapting the pedagogical nuances of a course to best leverage the modalities of on-line instruction. This paper illustrates how a graduate level course at Teachers College, Columbia University, tailored for face-to-face instruction, was adapted for distant learners, and how the instructional design was captured and replicated by a Web-based distance education authoring tool. (Author)

ED 446 731 IR 020 360

Blurton, Craig; Chee, Yam San; Long, Phillip D.; Resmer, Mark; Runde, Craig
Assured Access/Mobile Computing Initiatives on Five University Campuses.
PUB DATE- 99
NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Computer Assisted

schooling and post-school qualifications were assigned a relatively lower value. While 46 percent of VET graduates regarded VET qualifications as of high or medium usefulness, trade qualifications and higher level awards were more highly valued. Regarding their most important skill, 47 percent named empathy for others and 42 percent named communication skills. (Contains 19 references.) (YLB)

ED 446 227 CE 080 816

Kilpatrick, Sue; Crowley, Suzanne
Learning in Small Business. CRLRA Discussion Paper Series.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 18p.; For related documents in the CRLRA Discussion Paper Series, see CE 080 809-818. Study funded by the National Research and Evaluation Committee, Leabrook, Australia. Second author is listed on the cover page as "Susan Crowley."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Continuing Education; Developed Nations; Education Work Relationship; Educational Background; Entrepreneurship; Foreign Countries; Information Utilization; Job Training; Labor Force Development; *Motivation; On the Job Training; Outcomes of Education; *Participation; Productivity; Regional Characteristics; *Self Employment; *Small Businesses; Staff Development; Success; Transfer of Training; *Vocational Education
IDENTIFIERS- *Australia

An Australian study examined the relationship between current and past participation in education and training in small business and success or failure and how small businesses decide how to improve knowledge and skills. Telephone surveys were conducted with 181 small businesses in 4 industries in 3 metropolitan and 3 non-metropolitan regions. Findings indicated almost a third of the sample had an employee or owner attend a relevant course in the last 12 months; the largest group of courses attended were technical/production-related vocational education and training (VET); more than a third of the sample had undertaken on-the-job training; more than 80 percent found informal learning sources useful; about half had owners or employees with VET qualifications as their highest qualifications; owners' most common way of learning about their new business was experience or trial and error; successful owners were no more likely to have attended a course at the time they started in the businesses; there were few relationships between business success and recent participation in education and training; businesses that participated in on-the-job training were more likely to be successful; the most frequently given prompt for training was a general desire to improve efficiency; the most frequent reason for choosing a training or learning source was that it provided learning relevant to the business; and successful businesses were likely to be prompted to learn or train. (Contains 27 references.) (YLB)

ED 446 228 CE 080 817

Williamson, John; Marsh, Angie
Educational Pathways: Or Tracks That Lead Nowhere? CRLRA Discussion Paper Series.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 99
NOTE- 13p.; For related documents, see CE 080 809-818.

Educational Needs; *Educational Policy; *Educational Practices; Educational Research; Educational Technology; *Educational Trends; Essays; Foreign Countries; Information Technology; *Job Training; Labor Force Development; *Lifelong Learning; National Programs; Needs Assessment; Policy Formation; Postsecondary Education; Program Development; Role of Education; Secondary Education; Strategic Planning; Technological Advancement; Telecommunications; Trend Analysis; *Vocational Education
IDENTIFIERS- Australia; China; Finland; Global Economy; Hong Kong; United States

This document contains the six of the seven keynote speeches from an international conference on vocational education and training (VET) for lifelong learning in the information era. "IVETA (International Vocational Education and Training Association) 2000 Conference 6-9 August 2000" (K.Y. Yeung) discusses the objectives and activities of Hong Kong's Vocational Training Council, which is Hong Kong's major provider of VET. "Reform and Development of Tertiary Vocational Education in China" (Binglin Zhong) summarizes the current situation regarding tertiary VET in China, lists its motivations and main characteristics, and outlines the policies and measures being implemented by the Chinese government in preparation for VET's continued development. "Managing Changes in the Information Technology and Telecommunications (IT&T) Industry--The Challenge for Australian Vocational Education and Training (VET) Leaders" (Heather Crawford) identifies the six most pertinent changes to the IT&T sector and considers their impact on VET providers. "Global Implications of Education's Potential for Stimulating Economic Development" (David H. Monk) describes past and future contributions of education to economic growth and development with an emphasis on VET's potential unique role. "ICT (Information and Communications Technology)-Supported Development of Competent Skilled Workers and Professionals" (Johanna Lasonen) focuses on the function of and preconditions for applying information technology in the context of education and training in Finland and elsewhere. "Whither Vocational Education?" (Lee Ngok) explains VET's place in Hong Kong's current and future education systems. Two papers contain substantial bibliographies. (MN)

ED 446 244   CE 080 844

Social and Ethical Issues. Paper Presentations: Session A.
PUB DATE- 00
NOTE- 71p.; In: Vocational Education and Training for Life Long Learning in the Information Era. IVETA International Vocational Education and Training Association Conference Proceedings (Hong Kong, China, August 6-9, 2000); see CE 080 842.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Access to Education; Adult Learning; Delivery Systems; Educational Policy; *Educational Practices; Educational Research; Employee Attitudes; Employment Opportunities; Engineers; Enrollment; Equal Education; *Ethics; Faculty; Flexible Progression; Foreign Countries; General Education; Hospitality Occupations; Indigenous Populations; Integrated Curriculum; Interpersonal Competence; Job Placement; *Job Training; *Lifelong Learning; Nontraditional Education; Nontraditional Students; Open Education; Postsecondary Education; Secondary Education; Sex Differences; *Social Problems; Social Responsibility; Special Needs Students;

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Educators; Information Literacy; Information Needs; *Online Searching; Online Systems; Relevance (Information Retrieval); *Search Strategies; Trainers; User Needs (Information); *World Wide Web
IDENTIFIERS- *Search Engines

Trainers and adult educators often need to quickly locate quality information on the World Wide Web (WWW) and need assistance in searching for such information. A "search engine" is an application used to query existing information on the WWW. The three types of search engines are computer-generated indexes, directories, and meta search engines. Computer-generated indexes (or web-crawlers or spiders) seek sites that contain words that match search terms. Directories are lists of selected sites organized according to topic. A meta search engine searches other search engines. Two sites that provide up-to-date comprehensive information on search engines are Search Engine Showdown and Search Engine Watch. One tool in the WWW that can quickly help in narrowing the long list of potential search engines is Noodle Quest. Based on the results of research conducted by the author on five searches, HotBot and Google appear to be fairly good search tools to use when in a hurry to find a few relevant sites related to a given training topic. However, other large search engines such as Fast, iWon, and AltaVista, are not included in the experiment. Furthermore, new and more powerful search engines continue to be developed (Virtual Search Engines). (YLB)

ED 446 260 CE 080 868

White, Lisa
Slavery in America: A Thematic Unit Appropriate for Adult Literacy Classrooms. Teacher to Teacher.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Behavioral Objectives; *Black History; Black Studies; *Civil War (United States); Computer Literacy; Educational Strategies; High Interest Low Vocabulary Books; High School Equivalency Programs; Instructional Materials; Learning Activities; Listening Skills; *Literacy Education; Reading Comprehension; Reading Materials; *Reading Skills; Remedial Reading; *Slavery; Writing Skills

This thematic unit is designed for adult literacy students with at least a third grade reading level. Objectives are tied closely to skills needed for the General Educational Development tests and include computer and workplace skills. Equipped for the Future (EFF) roles and skills are also integrated into the plans. Best practice teaching strategies are used to engage learners in authentic learning as well as to build motivation and interest. Although the lessons are based on African American history, the strategies learned can foster discussions involving present-day issues. Components of each of the six lessons are description; learning objectives; EFF skills and topics; and learning activity. The description indicates which trade books are required reading for that policies and agreements takes time and requires considerable negotiation between company and university lawyers; (3) the course's formal academic component should center on learning a product development process; and (4) close geographic proximity between company and university leads to greater company-university interaction. (MN)

ED 446 277   CE 080 895

Khan, Badrul H.
A Framework for Open, Flexible and Distributed Learning.
PUB DATE- 00
NOTE- 16p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Computer Uses in Education; Cultural Pluralism; Delivery Systems; *Distance Education; Educational Environment; Educational Principles; Educational Resources; Educational Technology; Ethics; *Flexible Progression; Guidelines; Information Dissemination; *Instructional Design; Internet; Lifelong Learning; Models; *Open Education; Postsecondary Education; School Counseling; Systems Approach; Teacher Student Relationship; Teaching Methods; Technical Assistance; *World Wide Web

Designing open, flexible distance learning systems on the World Wide Web requires thoughtful analysis and investigation combined with an understanding of both the Web's attributes and resources and the ways instructional design principles can be applied to tap the Web's potential. A framework for open, flexible, and distributed learning has been developed to provide guidance in designing, developing, implementing, and evaluating instructional and training materials on the Web. The proposed framework is based on eight interrelated and interdependent dimensions and associated subdimensions as follows: (1) pedagogical (content, goals/objectives, design approach, methods and strategies, organization, instructional medium, evaluation); (2) technological (infrastructure, hardware, software); (3) interface design (page and site design, navigation, usability testing); (4) online support (instructional/counseling support, technical support); (5) management (maintenance of learning environment, distribution of information); (6) resource support (online resources, offline resources); (7) ethical (social and cultural diversity, geographical diversity, learner diversity, information accessibility, etiquette, legal issues); and (8) institutional (academic affairs, student services). The proposed framework is said to have the potential to provide guidance in designing Web-based learning materials; reviewing Web-based instruction and training courses; organizing resources for Web-based learning; designing comprehensive authoring systems; and designing distributed learning systems, virtual universities, and cyberschools. (Contains 45 references.) (MN)

ED 446 278   CE 080 896

Buniyamin, Norlida; Mohamad, Zainuddin
Engineering Curriculum Development: Balancing Employer Needs and

introduces the concept of conscious career building and reinforces for teens the value of not knowing exactly what they want to do with the rest of their lives. The "You're a Star!" module explores the myriad roles participants play in their lives. "Crystal Ball Gazing" introduces the concept of having a vision as a key to decision making. Within the final session, "Transferable Skills," participants identify skills used in familiar life/work roles and then identify skills preferred by employers in the New Economy. Student handouts for the activities are included. (Author/MKA)

ED 446 295   CG 030 354

Russo, Thomas J.
Conducting Successful Open Meetings: A Manual for School Counselors.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Counselors; Democratic Values; Educational Innovation; Elementary School Teachers; Experimental Teaching; *Group Activities; *Participative Decision Making; Problem Solving; School Counselors; Student Participation

This paper presents information and strategies designed to enable teachers and counselors to understand, practice, and utilize the group process known as open classroom meetings. It considers the types of classroom meetings that can be utilized, such as social problem solving meetings, open-ended meetings, and educational diagnostic meetings. The variety of settings in which the meeting can be used and the range of student concerns that can be effectively considered in open meetings are outlined. It looks at the developmental aspects of the process of the meeting as they relate to classroom settings and presents ideas on how to evaluate them in specific school settings. Ten guidelines for conducting successful open classroom meetings are examined. Open meetings can have a variety of uses within the classroom and school setting. In addition to solving typical concerns that focus on climate issues, open meetings can become part of the overall approach to building a more democratic sense of community among students, teachers, and school staff. (Contains 14 references.) (JDM)

ED 446 296   CG 030 365

Jarvis, Phil; Richardt, Joan
The Blueprint for Life/Work Designs.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Counseling; *Career Development; Career Planning; Education Work Relationship; Foreign Countries; *Guidelines; Standards
IDENTIFIERS- Canada; *Competency Matrices; National Occupational Information Coordinating Com

The "Blueprint" is a common framework of career development competencies that students and adults anywhere in Canada or the

ED 446 315 CG 030 437

Exploring Careers: The ASVAB Workbook.
PUB DATE- 00
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aptitude Tests; Career Choice; *Career Planning; Guidance Programs; High School Students; High Schools; Individual Characteristics; *Individual Development; Self Concept; *Vocational Aptitude; *Vocational Interests
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

Each year, about 900,000 students in 14,000 schools take the Armed Services Vocational Aptitude Battery (ASVAB). This workbook is designed to assist these students in using their ASVAB scores for career exploration purposes. It is intended to be interactive and to motivate students to become involved in interpreting their ASVAB scores. There are opportunities throughout the book to complete exercises that help determine individual interests, values, skills, and educational goals, while giving students a chance to think about the features they want most in an occupation and career. Students are guided towards occupations that match their interests, abilities, and personal preferences. In this way they can develop career plans to investigate the occupations they determined of interest. The ASVAB workbook introduces a group of students who are also in the midst of career exploration. Their experiences and discussions can be used to guide users of the workbook in their discoveries. The text is interspersed with cartoon scenarios, charts, and diagrams to further explain concepts and to assist in keeping students engaged. (Author/JDM)

ED 446 316 CG 030 438

Bell, Donnalee, Ed.
The Edge, Fall 2000/2001.
PUB DATE- 00
NOTE- 49p.; Published annually. Guest editor was Julia De Guglielmo.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Planning; Careers; *Employment Opportunities; Foreign Countries; *High School Students; High Schools; Individual Development; *Multilingual Materials; Peer Relationship; Self Concept; *Vocational Interests
IDENTIFIERS- Canada

This publication is a national bilingual magazine for Canadian teenagers. It is designed to support and celebrate their career journeys. Youth can learn about options, new possibilities, and the endless opportunities in the changing work environment. The guest editor is a 16-year-old female who joined the magazine staff to help bring employment information to her peers. The magazine contains information on how to go about finding employment and suggests ways on how to take individual interests and turn them into a job. Some examples of the nineteen articles included in the magazine are: (1) "From the Guest Editor's Desk"; (2) "Off the Beaten Track"; (3) "Your Skills Checklist"; (4) "Xposed"; (5) "Are You Ready for a section examines reconceptualizations of the principles of process instruction, while the following section discusses the concept of instructional scaffolding, an important aspect of process writing. The final section outlines the view from the 1980s and 1990s, arguing that writing instruction has undergone a paradigm shift. (SR)

ED 446 338   CS 217 296

Smith, Carl B.
Writing Instruction: Current Practices in the Classroom. ERIC Digest D156.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Instructional Effectiveness; *Journal Writing; *Process Approach (Writing); Writing Attitudes; *Writing Instruction; *Writing Workshops
IDENTIFIERS- ERIC Digests

Noting that the emphasis in writing instruction over the past 40 years has shifted from product to process, this digest focuses on the experience of individual teachers as they searched for ways to put the principles of process writing into practice in the classroom. The first section discusses writer's workshops, noting that teachers have found them effective in helping students (from as early as first grade) master the principles of process writing, and that they also improve students' feelings and attitudes about writing. The second section deals with questions about writer's workshops and potential problems that need to be considered. Journal writing is discussed in the third section. The digest's final section examines writing instruction in the upper grades, finding a predominantly "modernist" writing curriculum that fails to encourage proficient writers because it does not allow students the chance to experiment with various approaches beyond the five-paragraph essay structure. (SR)

ED 446 339   CS 217 297

Brynildssen, Shawna
Vocabulary's Influence on Successful Writing. ERIC Digest D157.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Vocabulary Development; *Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- ERIC Digests

Arguing that the ability to write effectively hinges upon having an adequate vocabulary, this digest explores some of the ways

IDENTIFIERS- American Educational Research Association

This paper provides a snapshot of 19 diverse school settings that have committed themselves to whole-school reform to make a meaningful difference in the lives of their students. The schools in this study reflect schools across the country and represent various levels of readiness. Earlier findings in these schools indicated that "although schools are attending to many things, many of them are not attending to matters that make a difference in the way schools operate and in the outcomes for students." Using Hord's five-dimensional model as a comprehensive design, the study's findings indicate that the key factor in whole-school reform is the leadership of the principal. Leadership practices in high-readiness schools were more effective than those in low-readiness schools in all areas under study: shared leadership, inspired responsibility for a shared vision, empowered decision-making, and inclusivity of staff. Principals in high-readiness schools were not coercive or controlling; they shared leadership, imaging it in the likeness of new conceptions of leadership. These principals were selective in their focus on a shared vision. Some elicited the dreams of others, while some shared their own visions and sought to mobilize efforts accordingly. (Contains 40 references.) (DFR)

ED 446 360 EA 030 646

Hammond, Ormond W.
Pacific Megatrends in Education. PREL Briefing Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Cooperation; Demography; Economic Factors; *Educational Trends; Elementary Secondary Education; *Planning; Public Schools; *Teacher Improvement; *Technological Advancement; *Trend Analysis

Organizations can try to see into the future by identifying and describing megatrends--the large social, economic, political, and technological changes that have long-term effects. Recognizing the extensive benefits of considering future shifts and trends in the strategic planning process, Pacific Resources for Education and Learning (PREL) recently carried out several activities designed to identify megatrends that will affect education in the Pacific region over the next 10 years. Through these efforts, PREL hopes to accomplish the following: provide a structure for planning, prepare for future opportunities, and "ride the wave rather than be tumbled by it." The first group that contributed to identifying Pacific megatrends was the Pacific Curriculum and Instruction Council, whose members include the chiefs of curriculum and instruction in all 10 Pacific entities served by PREL. Results showed a great deal of overlap and convergence between the different groups. The following descriptions or statements emerged: demand for educational accountability, the use of a reliance on technology, growing but still fragile economies, increased westernization but retention of culture and language, and increased need for teacher training, collaboration, and demographic shifts. (DFR)

ED 446 361 EA 030 647

average verbal, quantitative, and analytic scores as measured by standardized tests. This is a two-fold problem: (1) Principals with high overall academic ability are more likely to be viewed as leaders in re-intellectualizing instruction with teachers so that they achieve academic success with nearly all students; and (2) principals should be highly analytic about their work in storing and retrieving information in ways that result in high-quality decision making and problem solving. In this study, researchers examined the Graduate Record Examination of examinees intending to enter EA graduate programs from 1982-96. Two key findings were that examinees planning graduate work in the field of education have lower verbal, quantitative, and analytic scores than those of examinees in the other 7 fields, and within the field of education, the verbal scores of examinees intending to study administration are 11 points lower than the mean for the entire field of education. Suggestions for improving the problem and recommendations for future research are provided. (Contains 30 references.) (DFR)

ED 446 383   EA 030 677

Cooke, William; Graham, Margie; Derlin, Roberta L.
New Mexico School Accountability: A Step toward Performance Based Funding?
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Finance Association (Seattle, WA, March 17-21, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Classroom Techniques; Elementary Secondary Education; *Financial Support; Outcomes of Education; *Performance Based Assessment; Public Schools; *Rural Schools; *School Districts; *Urban Schools
IDENTIFIERS- *New Mexico

This study examined the degree of understanding among district and school level personnel in New Mexico regarding recent changes implemented in the State's accountability reporting system. The results are being used to design two further research activities: one to explore the relationship between accountability information and classroom practice, and a second to examine the use of regression models as a technique for examining schooling outcomes. Semi-structured interviews were conducted with district and school administrators in two urban and in four rural school districts. Two of the rural districts were from the lowest spending districts and two from among the highest spending districts in the state. In the rural school districts accountability reporting was most commonly assigned to an existing central office staffer as an add-on responsibility. Urban districts were able to designate an individual with particular and primary responsibility for accountability reporting. As a result, central staffers in the urban districts were more fully informed about changed to the accountability system. An appendix contains the interview schedule. (Contains 18 references.) (DFR)

ED 446 384   EA 030 678

Stader, David; Johnson, Judy
Missouri's A Schools: A Legislative Attempt To Stimulate High

computer for editing and analysis. This paper briefly discusses collecting language samples, processing raw LAM data, analyzing LAM data, and privacy concerns. It is felt that LAM can be useful in the areas of clinical intervention, outcomes measurement, and research in providing objective data on the quality and quantity of communication performance. (Contains 13 references.) (DB)

ED 446 405 EC 308 093

Hillert, Mark S.
The Problematic Nature of Art Teachers' Efforts To Adapt Instruction for Special Needs Students.
PUB DATE- 97
NOTE- 134p.; M.S. Thesis, St. Norbert College.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Art Education; *Art Teachers; *Disabilities; Educational Legislation; Elementary Secondary Education; Higher Education; Inclusive Schools; Inservice Teacher Education; *Knowledge Base for Teaching; Mainstreaming; Needs Assessment; Regular and Special Education Relationship; Research Needs; Self Evaluation (Individuals); *Special Needs Students; *Teacher Surveys; Teaching Skills
IDENTIFIERS- Individuals with Disabilities Education Act; *Wisconsin

This thesis reports on a 1996 survey of Wisconsin art educators (N=161) concerning attitudes, college preservice background, availability of graduate level course work, and perceptions of working with students with exceptional education needs (EEN). An introductory chapter provides an overview of developments leading to passage of Public Law 94-142, the Education for All Handicapped Children Act of 1975 and the reauthorizing and renaming of this legislation as the Individuals with Disabilities Education Act (IDEA). The scarcity of research relating to the effect of IDEA on art education is noted. Findings indicated that art educators felt they serviced more students with EEN than regular classroom educators. Most teachers surveyed felt their preservice college background did not do a good job in preparing them to work with students with EEN. Teachers were overwhelmed by the variety of types of EEN encountered. Teachers generally had a poor understanding of the educational assessment process that leads to student placement in an EEN disability program. The paper concludes that institutions of higher education need to consider adding preservice course work relating to work with students with EEN as part of graduation and license requirements. The survey is appended. (Contains 48 references.) (DB)

ED 446 406 EC 308 094

Singh, Delar K.
Physical Disabilities in the Land of Karma Theory.
PUB DATE- 00
NOTE- 14p.; Paper presented at Council for Exceptional Children Special Education World Congress (Vancouver, BC, Canada, April 4-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies;

delimit the ways in which these resources are used; how do specific instances of resource use function as acts of self-representation. While acknowledging there are some constraints imposed on individual knowledge and other circumstances, this article illustrates how individuals manage to construct multiple, complex, and dynamic representations of themselves within the confines of a highly ritualized form of talk. Fifteen references are included. (Author/KFT)

ED 446 431 FL 026 439

Cahnmann, Melisa
Rhythm and Resource: Repetition as a Linguistic Style in an Urban Elementary Classroom.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Black Dialects; Blacks; Classroom Environment; Classroom Techniques; Dialogs (Language); *Discourse Analysis; Elementary Education; Hispanic Americans; Interviews; *Language Rhythm; *Language Styles; Language Usage; Nonstandard Dialects; Puerto Ricans; Sociolinguistics; Standard Spoken Usage; *Teaching Methods; *Urban Areas
IDENTIFIERS- *Repetition (Language); United States

This paper seeks to understand the role of culturally-specific styles of discourse in the classroom. The paper uses and expands upon three categories of classroom language use (control, curriculum, and critique) to present data on how a Puerto Rican American teacher uses repetition and discourse styles that have African and African American origins to perform a variety of classroom functions: to control classroom behavior and talk, to better teach and highlight elements of the curriculum, and to critique the use of standard English in an elementary classroom context. In the first section, findings are provided on the form and function of repetition in research on African oral traditions and African American language use in church and classroom contexts. The context of the study is described, including a the setting, participants, and methods of data collection and analysis. It is concluded that the teacher's use of culturally specific forms of repetition enhanced the way she controlled classroom talk and behavior and increased students' participation and learning of the curriculum. One table and 14 references are included. (Author/KFT)

ED 446 432 FL 026 440

Blackburn, Mollie; Stern, Deborah
Analyzing the Role of the Vernacular in Student Writing: A Social Literacies Approach.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Black Dialects; Black Students; Classroom Environment; Classroom Techniques; Discourse Analysis; High School Students; High Schools; *Language Usage; *Nonstandard Dialects; Sociolinguistics; Standard Spoken Usage; Student Attitudes; *Student Role; Student Subcultures; Teacher Student

Crawford, James
At War with Diversity: U.S. Language Policy in an Age of Anxiety. Bilingual Education and Bilingualism 25.
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Bilingual Education Programs; Bilingualism; *English Only Movement; English (Second Language); Federal Legislation; Language Attitudes; Language Minorities; Official Languages; *Opinions; Political Issues; *Politics of Education; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Endangered Languages; *Proposition 227 (California 1998)

Bilingualism is a reality that many Americans still find difficult to accept; hence the prominence of English-only activism in American politics. This collection of essays analyzes the sources of the anti-bilingual movement, its changing directions, and its effects on education policy. This book also explores efforts to resist the English-only trend, including projects to revitalize American Indian languages. Chapter titles include the following: "Anatomy of the English-Only Movement;" "Boom to Bust: Official English in the 1990s;" "Endangered Native American Languages: What Is To Be Done and Why?" "Seven Hypotheses on Language Loss;" "The Political Paradox of Bilingual Education;" "The Proposition 227 Campaign: A Post Mortem." Extensive references and a detailed index are included. (KFT)

ED 446 453 FL 026 468

Delamere, Patricia
Teacher Research: A Classroom Research Paradigm as a Powerful Tool for Professional Development and Discipline Building.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Vancouver, BC, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Educational Research; English (Second Language); *Faculty Development; Second Language Instruction; Second Language Learning; Teacher Education; *Teacher Researchers; *Theory Practice Relationship

After reviewing the language teaching/research situation this document offers a training paradigm that allows teachers to take what they already do and reposition and redefine it. In this way, the everyday concerns and issues facing them in the classroom may be translated into disciplined and structured research questions, which can then form the basis of small-scale investigative projects. Teachers may then be encouraged to comprehend how the outcomes of their projects can provide them with insight into the language learning process as well as enrich their teaching expertise, encourage collegial team work and create a collaborative atmosphere. This may also empower teachers to speak in an authoritative way about their profession, the language learning process and their teaching skills. Various diagrams and figures and 41 references are equivalent) faculty in physics departments that grant Ph.D.s and Bachelor's degrees was relatively constant; however, the number of master's degree-granting departments has decreased. Overall, physics departments employed slightly more physicists in 1998 than in 1996. Women faculty in physics departments increased in number; almost half of physics departments employed at least one female member in 1998. Turnover rate has remained steady, and the retirement rate increased slightly. The number of departments hiring new faculty increased. Eleven tables presenting statistical data on the physics workforce are included. (HB)

ED 446 475   HE 033 229

Czujko, Roman
The Physics Bachelors as a Passport to the Workplace: Recent Research Results.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bachelors Degrees; College Graduates; Colleges; Educational Objectives; *Employment; Higher Education; Occupations; Outcomes of Education; *Physics; *Science Careers; Science Curriculum; Universities

In this American Institute of Physics report, three questions are addressed: 1) What are the goals of undergraduate physics curriculum? 2) What are the common career paths of physics bachelors? 3) How well does the physics curriculum prepare our bachelors for these careers? The paper suggests that physics curricula 1) provide students with a knowledge of physics, 2) provide students with a set of skills that are important in a good physicist, and 3) provide students with educational experiences that develop the traits important in a good scientist. Data are presented on the career choices of physics degree recipients. Physics graduates pursue a variety of careers in today's job marketplace. They value skills acquired through study of physics, however job skills valued in the job market are not part of the curriculum. According to data, about a third of physics graduates enter the labor force with only a bachelor's degree. Over a third pursue master's degrees, and about one quarter receive Ph.Ds. Six tables and three figures are included, and present data on career choice, important skills, and work environment, and provide information on the link between physics education and career. (HB)

ED 446 476   HE 033 230

Connolly, Kathleen; McDermid, Lea; Schiraldi, Vincent; Macallair, Dan
From Classroom to Cell Blocks: How Prison Building Affects Higher Education and African American Enrollment in California.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Students; *Correctional Institutions; Educational Economics; *Enrollment; *Enrollment Influences; Financial Support; Government Role; *Higher Education; Public Education; Public Policy; Public Support; State Government;

is attached. (HB)

ED 446 499 HE 033 292

Regional Profiles of Higher Education. Guide.
PUB DATE- 00
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Colleges; Demography; Educational Planning; Enrollment; Financial Policy; Financial Support; Foreign Countries; Grants; Higher Education; *International Education; *Postsecondary Education; Statistical Data; Undergraduate Students; Universities
IDENTIFIERS- *England; Financial Planning

The Higher Education Funding Council for England (HEFCE) presents its second edition of its regional profiles of higher education. The document presents a range of information about higher education in England's nine government regions. The aim of the report is to assist stakeholders in debating the regional role of higher education, and to provide accurate, comprehensive data in support of that debate. The HEFCE aims to support regional higher education by addressing the need for better information, better networks, meeting regional demand for student places, meeting regional employer needs, reaching out to business and the community, and improving access to education. Universities and colleges contribute to the economic development of England's regions, and the report seeks to foster debate about future shaping of that role. Data are presented in charts and graphs for each of the nine regions. Appendix 1 lists data sources. Appendix 2 presents HEFCE regional consultants. Appendix 3 contains useful addresses; Appendix 4 lists the Higher Education Sector Strategy Committee members and terms of reference. (HB)

ED 446 500 HE 033 310

Gerken, Jeffrey T.; Volkwein, J. Fredericks
Pre-College Characteristics and Freshman Year Experiences as Predictors of 8-Year College Outcomes. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Bound Students; *College Freshmen; Educational Experience; Higher Education; Interpersonal Relationship; *Outcomes of Education; Peer Relationship; Predictor Variables; *Student Characteristics; Teacher Student Relationship

This study examined 12 educational outcomes for a group of undergraduate students who began their freshman year in fall 1990. Data came from: the 1990 Entering Student Survey (student characteristics, academic skills, study habits and plans); the 1990-91 Freshman Outcomes Survey (family support, study habits, faculty/staff contact, social and classroom experiences, academic plans, academic/personal growth, and school satisfaction); and the 1998 Student Information Records System recommended high school curriculum, success rates, admission guidelines, teacher education, assessment, graduate education, graduation rates, fees by institutional sector, financial aid by institutional sector, enrollment by institutional sector, enrollment by age by institutional sector, enrollment by gender and ethnicity by institutional sector, enrollment by geographic origin by institutional sector, faculty and staff by institutional sector, finances, libraries, degrees conferred by level, degrees conferred by discipline area, degrees conferred by gender and ethnicity, and student migration. Three appendices provide information on campus survey coordinators, a map of Missouri higher education institutions, categories for degree tables, and classification of instructional programs. (MDM/EV)

ED 446 520 HE 033 351

Direct PLUS Loan Basics: Parent Loans for Students. William D. Ford Federal Direct Loan Program.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Financial Support; Higher Education; Loan Repayment; *Parent Financial Contribution; *Paying for College; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Direct Lending; *Federal Direct PLUS Loan Program

The Direct PLUS Loan is one of the low-interest loans provided by the William D. Ford Federal Direct Loan Program. The U.S. Department of Education delivers loan proceeds through the student's school, and parents are responsible for repaying the Department. This booklet answers parents' questions about the loan program, including: (1) Am I eligible for a Direct PLUS Loan?; (2) How do I apply?; (3) How much may I borrow?; (4) Is there a charge for this loan?; (5) What is the interest rate?; (6) How will I know whether my loan is approved?; (7) How will the loan be disbursed?; (8) When do I begin repaying my loan?; (9) How do I make my payments?; (10) Where do I send my payments?; (11) Can I postpone repaying my loan?; (12) Can my loan ever be discharged?; and (13) Can I combine my loans to make repayment easier? The booklet also includes a directory of important addresses and telephone numbers for the loan program. (EV)

ED 446 521 HE 033 352

Tinklin, Teresa; Raffe, David
Scottish School Leavers' Survey: Entrants to Higher Education.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh.
PUB DATE- 99
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Aspiration; Access to Education; *Attendance Patterns; College Admission; College Attendance; Educational Attainment; Educational Trends; Foreign Countries; *Higher Education; National Surveys; Secondary Education;

requirements, the application system, and recent changes. Chapter 1, "School-Based Requirements," includes: regular student in an eligible program, elementary or secondary enrollment, and satisfactory academic progress. Chapter 2, "Citizenship," includes: eligible categories, U.S. citizen or national, and U.S. permanent residents and other eligible noncitizens. Chapter 3, "Financial Aid History," includes: federal debts affecting eligibility, NSLDS match, and financial history. Chapter 4, "Social Security Number," includes: general information about requirement, SSN match, and applicants using same SSN. Chapter 5, "Selective Service," includes: general information, exemptions, and failure to register. Chapter 6, "About the Application," includes: dependency status, household information, and signature requirements. Chapter 7, "Expected Family Contribution," includes: formulas for dependent students and for independent students with and without dependents. Chapter 8, "Verification," includes: applications to be verified, required verification items, and completing the process. Chapter 9, "Corrections, Updates, and Adjustments," includes: types of changes and how to submit changes. Chapter 10, "Financial Need and Packaging," includes: financial need, packaging, and overawards. (SM)

ED 446 542   HE 033 377

Post-Tenure Review: Outcomes and Impact. Case Study: University B. New Pathways II. Campus Visitation: Fall 1999. Report Date: Spring 2000.
PUB DATE- 00
NOTE- 112p.; AAHE Study Team was Estela Bensimon and Christine M. Licata, with the assistance of Georgia Bauman and Jeffrey Jolton.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; College Administration; College Faculty; Educational Policy; Faculty Development; Higher Education; Teacher Attitudes; *Teacher Evaluation; *Tenured Faculty
IDENTIFIERS- *Post Tenure Review

This study examined the impact of a comprehensive periodic post-tenure review policy within a public research institution which was mandated to establish procedures for complying with a policy requiring periodic evaluation of tenured faculty. The post-tenure review policy was implemented in fall 1987. Two full cycles of periodic 5-year reviews were completed in 1997. Interviews were held with 21 tenured faculty, and separate focus groups were held with deans, department chairs, faculty evaluation review committee members, and union representatives. Tenured faculty and academic administrators completed surveys. There was no consensus on purposes for post-tenure review, though accountability was the most commonly cited purpose. Respondents believed the policy was ineffective. Faculty felt the review should be retained because of its potential use in professional development and reflection. Faculty were critical of the procedures and processes, while deans and chairs were more positive. Participants identified potential benefits, none of which were being reached because of administrators' inability to explore more strategic policy implementation to achieve desired results. Overall, the policy had many problems, including lack of resources to support faculty development plans. Recommendations for change included changing who performs the reviews and fortifying review outcomes. Interview questions are appended. (SM)

Experience"(Charng-Ning Chen); and "Science and Technology in Universities in the 21st Century" (Yoshiyuki Naito). The Fourth Section, "Transcriptions of the Discussion Parts," transcribes discussions from two conference days. The fifth section, "Summary Comments," includes: "Brief Comments on the Presidents' Session 2: Which Ideal Must Lead 'Strategic Management for Universities'?" (Shigetaka Imai); "Commentary on the Concluding Session, Day 1, Higher Education Summit" (Robert Zemsky); "Reflections on the Presidents' Summit of the Six-Nation Research Project" (Noel F. McGinn); and "Reform for Higher Education in the 21st Century" (Ulrich Teichler). Appended are a conference program and list of participants. (SM)

ED 446 562 HE 033 402

Diversity in Higher Education: HEFCE Policy Statement. Consultation.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accountability; Block Grants; *Diversity (Faculty); *Diversity (Student); Educational Policy; Educational Quality; Educational Research; Financial Support; Foreign Countries; Higher Education; Strategic Planning
IDENTIFIERS- England

This document explains the Higher Education Funding Council for England's (HEFCE) policy on sustaining and promoting diversity in higher education (HE), defining diversity, discussing current dimensions of diversity in England's HE, and noting areas where diversity perhaps should not be encouraged. It also discusses what is being done to encourage diversity, including: block grants; dual support for research; activity with businesses and the community; student premiums; specialist institution premiums; other institutional premiums; minority subjects (e.g., Assyriology, Sanskrit, and Horology); additional student numbers; HE in further education colleges; transfer of private HE providers into the HE sector; special funding initiatives; approach to strategic planning; and the restructuring and collaboration fund. The document concludes that HE offers considerable diversity in areas where diversity is desirable; mechanisms exist for sustaining and encouraging diversity; there are certain areas where consistency is more important than diversity; and it is important to remain open to arguments that current methods or programs are adversely eroding diversity. Appended are: HEFCE Sector Strategy Committee membership; 1999 Seminar on Diversity attendees; institutions which currently receive specialist premiums; institutions which currently receive a premium for small institutions; and principles for considering applications from private HE providers to transfer into the HE sector. (SM)

ED 446 563 HE 033 403

HESES2000: Higher Education Students Early Statistics Survey 2000-01. Request.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

IDENTIFIERS- *Minors (Students); *Rutgers the State University Livingston Coll NJ

Livingston College, Rutgers University, Piscataway, New Jersey, offers a minor in organizational leadership. The university has a body of courses that are fundamental to leadership instruction. The minor gathers those courses into a curriculum that provides the expertise students need to assume a leading role in an organization. Most of the course options for the theoretical component of the minor fulfill Livingston's area requirements and count for departmental credit. Because it regroups existing courses, the program maximizes the benefits of those courses. The theoretical courses are supplemented by a series of extracurricular programs that give students the opportunity to meet with their cohorts and apply their knowledge of organizational leadership. In all, the minor consists of 21 credits divided into 2 foundation courses, 3 theory courses, and 3 applications. A presentation outline describes the institutional framework of the minor program and emphasizes "Logic, Reasoning, and Persuasion" and "Introduction to Organizational Leadership" as key courses in the minor program. The final section of the outline provides a model approach to the development of a leadership education program, listing the steps that should be taken. (SLD)

ED 446 584 HE 033 424

Access to the UW System for Wisconsin High School Graduates. Occasional Research Brief, Volume 00, No. 2.
PUB DATE- 00
NOTE- 38p.; Produced by the University of Wisconsin System, Office of Policy Analysis and Research. For full text: http://www.uwsa.edu/opar.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *College Admission; Educational Trends; *High School Graduates; High Schools; Higher Education; Public Education; *State Universities; Trend Analysis
IDENTIFIERS- *University of Wisconsin System

This paper examines trends in access rates to the University of Wisconsin (UW) system from the mid 1970s to the late 1990s with particular emphasis on how enrollment management planning for the mid to late 1990s affected the overall UW system access rate for resident undergraduates and how the application and admission patterns of these high school graduates contribute to that rate. Also examined is the degree to which access rates by gender and race/ethnicity parallel the overall UW system access rate. The effect of academic preparation on application, admission, yield (proportion of admitted students who enroll), and access rates is analyzed. The focus is on immediate new freshmen, students who apply for admission to UW institutions for the fall term following high school graduation. Access rates for immediate new freshmen rose between 1976 and 1986 and have remained steady for the past few years at approximately 33%. System access rates for Wisconsin immediate new freshmen have consistently been more than 10 points above the national average. Men have a lower access rate than women, and that gap is increasing. The access rate for students of color was relatively stable between 1995 and 1999, even though enrollments of immediate new freshmen of color grew 35%. An examination of academic preparation shows that UW institutions are attracting well-qualified students. The admission rate for

Students: How Do I Learn Bet?"; (4) "Guidelines for Student Teams"; (5) "Group Exercises"; (6) "Managing Conflict"; (7) "Team Evaluation"; (8) "Top-Notch Tips for Team Learning"; (9) "Enhancing Performance in Small Groups"; (10) "Spectators and Gladiators"; and (11) "Betty Miles's Worst Nightmare: A Cooperative Learning Dilemma." Part 3 contains 28 activities from Syracuse University. (Contains 50 references.) (SLD)

ED 446 604 HE 033 445

Hanna, Donald E.
Higher Education in an Era of Digital Competition: Choices and Challenges.
PUB DATE- 00
NOTE- 362p.; Written by Donald E. Hanna and Associates.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competition; Educational Change; *Educational Technology; Ethics; Futures (of Society); Higher Education; *Technological Advancement
IDENTIFIERS- *Digital Technology

This book provides a framework for viewing technology, especially the new digital technologies, as an agent of positive change within universities. The goal is to assist the reader in developing a more complete understanding of how teaching and learning, knowledge generation and preservation, organizational design and evaluation, and leadership can function together to produce a new responsiveness and diversity within higher education. The chapters are: (1) "Higher Education in an Era of Digital Competition: Global Consequences" (Donald E. Hanna); (2) "Emerging Approaches to Learning in Collegiate Classrooms" (Donald E. Hanna); (3) "Advanced Technologies and Distributed Learning in Higher Education" (Chris Dede); (4) "Emerging Organizational Models: The Extended Traditional University" (Donald E. Hanna); (5) "The Distance Education/Technology-Based Universities" (Donald E. Hanna); (6) "New Players on the Block: For-profit, Corporate, and Competency-based Learning Universities" (Donald E. Hanna); (7) Leadership in the Age of Knowledge" (Janet Poley); (8) "Who Owns Knowledge in a Networked World?" (John Tallman); (9) "Ethics and Technology: Challenging Issues, Enlightened Choices in a Technoethnic Society" (Donald Olcott, Jr.); (10) "Global Access to Learning: Gender, Poverty, and Race" (Janet Poley); (11) "Redefining Faculty Policies and Practices for the Knowledge Age" (Donald Olcott, Jr. and Kathy Schmidt); (12) "Integrated Technology Systems Design: A Model for Aligning Pedagogical Quality with Learning Technology" (Kathy Schmidt and Donald Olcott, Jr.); (13) "Learning and the Web: Reflections on Assessment" (Gary Brown); and (14) "A Vision for the Future: Choices and Challenges for Colleges and Universities" (Donald E. Hanna). Each chapter contains references. (SLD)

ED 446 605 HE 033 446

Miller, Robert H.
Law School Confidential: The Complete Law School Survival Guide--by Students, for Students.
PUB DATE- 00
NOTE- 343p.; Cover title varies.

curriculum requirements for baccalaureate degrees at state-supported institutions and should be fully transferable between state institutions. Contact information for school transfer officers is also included. (EV)

ED 446 627   HE 033 473

Handbook of Accreditation.
PUB DATE- 00
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Evaluation Criteria; *Evaluation Methods; *Higher Education; Institutional Evaluation; Quality Control; Self Evaluation (Groups); *Theological Education
IDENTIFIERS- *Accreditation Standards; *Association of Theological Schools

Accreditation is a primary means of quality assurance in North American higher education. The seven sections of this handbook (an eighth will follow) explain the accreditation process of the Association of Theological Schools in the United States and Canada (ATS). The first section, "An Introduction to Accreditation by ATS," provides brief descriptions of the meaning, purposes, characteristics, and benefits of ATS accreditation. Section 2, "Guidelines for Conducting an Institutional Self-Study," provides guidance to schools undertaking a self-study in terms of: (1) the overall purposes of the self-study; (2) the primary work of the self-study; (3) recommended procedures for conducting a self-study; and (4) expectations of the Commission on Accrediting regarding the final self-study report. Section 3, "Guidelines for Institutions Receiving ATS Accreditation Evaluation Committees," describes the activities that the school should undertake prior to the visit, during the visit, and following the visit of the evaluation committee. It also describes ATS procedures related to accreditation evaluation visits. Section 4, "Guidelines for Members of ATS Accreditation Committees," presents guidelines on: (1) the qualifications, appointment, and expectations of committee members; (2) the work of the committee, including preparation for the visit, conducting the visit, and tasks that follow the visit; (3) a typical schedule; and (4) administrative procedures and policies. The fifth section, "Using the ATS Standards of Accreditation in Institutional Evaluation," discusses: (1) how characteristics of the standards influence their use in institutional evaluation; (2) how the general model of evaluation in the ATS standards informs the self-study and accreditation peer processes; and (3) questions for each area of the standards that schools can ask in the context of their self-studies and accreditation committee members can ask in the context of their evaluation visit. Section 6, "Guidelines Adopted by the ATS Commission on Accrediting," contains guidelines on: (1) petitioning the ATS Commission on Accrediting for approval of extension education programs; (2) evaluation of proposals for programs of international theological education; (3) petitioning the Commission for approval of new or revised degree programs; and (4) petitioning the Commission for candidacy for accredited status. Section 7, "Guidelines for Evaluating Globalization in ATS Schools," assists schools in are seen in the interest expressed in: (1) bureaucratization; (2) accountability; (3) quality; (4) access; (5) redefining higher education; (6) globalization; and (7) lifelong learning and continuing education. Higher education is a priority in every country. Accountability and quality movements have been going on for years in some countries, and these countries can offer assistance to others. Entrepreneurialism is a growing model, and the impact of the shift in this direction needs further exploration, especially since so many commentators advocate this model. (Contains 21 references.) (SLD)

ED 446 649 HE 033 501

Kezar, Adrianna J.
Finance: ERIC Trends, 1999-2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Colleges; Costs; *Economic Factors; *Educational Finance; Financial Support; *Higher Education; *Marketing; Public Colleges

Financial issues remain a concern in the higher education literature. From the early to mid-1990s, cost containment was viewed as the primary solution to strapped finances. Several factors altered the higher education landscape in the latter part of the 1990s as the stronger economy benefited many campuses. This economic upswing cannot last forever, and some campuses are anticipating a downturn in the economy. A review of the literature on finance in higher education revealed some trends: (1) an increase in public funding; (2) the use of funding priorities; (3) focus on faculty salary issues; (4) use of profit sharing; (5) use of multiple financial strategies; (6) new revenue generation; (7) the proliferation of for-profit higher education; and (8) increased marketing. Although it is often difficult for researchers to keep up with changes in practices and market conditions and to provide educators with needed information, innovative ideas are shared in the literature about promising models. This type of sharing is profitable for the collective future of higher education institutions. (Contains 15 references.) (SLD)

ED 446 650 HE 033 502

Kezar, Adrianna J.
Administration: ERIC Trends, 1999-2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.; For related documents, see HE 033 500-506.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrators; *College Administration; Cooperation; Diversity (Institutional); *Educational Administration; Educational Assessment; Educational Technology; *Educational Trends; Higher Education; Privatization; Trend Analysis; *Values
IDENTIFIERS- Commercialism

It was hypothesized that a combination of preadmission factors and psychological variables would predict academic performance in premedical studies better than preadmission alone. Participants (n=371) were premedical students in a combined bachelor's-M.D. degree program. Preadmission factors were obtained from student records and included high school grade-point averages (GPA), American College Test Composite scores, gender, and racial/ethnic classification. Psychological factors were measured using 40 variables from Cattell's Sixteen Personality Factor Questionnaire, Lanyon's Psychological Screening Inventory, the California Occupational Preference System Inventory, and a modified Thematic Apperception Test. Results show that psychological factors improved the prediction of overall GPA and college science-mathematics GPA. Multiple correlations for the overall GPA increased from .33 using only preadmission variables to .42 when personality variables were added to the analysis. The science-mathematics GPA correlations showed a similar improvement going from .33 to .43 when the psychological factors were added. Contains 22 references. (EMS)

ED 446 668 HE 033 520

Hawke, Constance S.
Computer and Internet Use on Campus: A Legal Guide to Issues of Intellectual Property, Free Speech, and Privacy. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 01
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; *Computer Security; Copyrights; Freedom of Information; Freedom of Speech; Higher Education; Intellectual Property; *Internet; *Legal Responsibility; Online Searching; Privacy
IDENTIFIERS- *Data Security; Netiquette

The purpose of this book is threefold: (1) to inform Internet users of the legal ramifications of their on-line activities; (2) to help administrators handle specific situations or complaints regarding Internet activity; and (3) to provide guidance for the formulation of acceptable computer use policies on campuses. The chapters are: chapter 1, "Intellectual Property On-Line"; chapter 2, "Free Speech in Cyberspace"; chapter 3, "Privacy Issues in Electronic Communications"; and chapter 4, "Fairness and On-Line Dispute Resolution." A checklist of policy recommendations and guidelines for system administrators is also included. A set of specific recommendations for network use on campus concludes each chapter. Contains 54 references. (EMS)

ED 446 669 HE 033 521

Kallick, Bena, Ed.; Wilson, James M., III, Ed.
Information Technology for Schools: Creating Practical Knowledge To Improve Student Performance. The Jossey-Bass Education Series.
SPONS. AGENCY- Harvard Univ., Cambridge, MA. International Network of Principals' Centers.
PUB DATE- 01
NOTE- 121p.

different states and at least that many institutions, and they thought the study made a real contribution to knowledge about closeted gay students on campus. (Contains 12 references.) (SLD)

ED 446 688 HE 033 541

First-Time Freshmen in California Colleges and Universities, Fall 1998. Factsheet.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Freshmen; *Enrollment; *High School Graduates; High Schools; Higher Education; Public Colleges
IDENTIFIERS- *California; California State University; University of California

This fact sheet contains information about first-time freshmen in California colleges and universities. While a larger number of recent California high school graduates enrolled in the state's public postsecondary institutions in fall 1997 than in the previous fall, this growth did not keep pace with the rising number of graduates. The number of high school graduates increased by 3.6%, and the number of first-time freshmen from California high schools increased by 2.0%. As a result, the public college-going rate of California students decreased from 54.2% to 53.3% in fall 1997. The number of first-time freshmen at the California State University increased by 40% over the last 5 years, with the increase in 1997 numbering 700 California students. Nevertheless, the participation rate for 1997 declined from 9.8% to 9.7%. A similar pattern was seen at the University of California. Changes patterns of college participation from different racial-ethnic groups contributed differentially to the statewide changes. Participation rates for Asian American and Filipino high school graduates increased, but participation rates for Black, Latino, and Native American public high school graduates fell below 50%. In fact, the fastest growing group of California high school graduates, Latino students, not only had the lowest postsecondary participation rates but these rates have been declining. (SLD)

ED 446 689 HE 033 542

Preparation of California Public High School Graduates for College, 1995 to 1998. Factsheet.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; College Entrance Examinations; *College Preparation; College Students; Core Curriculum; Ethnic Groups; *High School Graduates; High Schools; *Higher Education; Racial Differences; *Student Characteristics; Test Results
IDENTIFIERS- *California

This fact sheet describes important changes in the academic characteristics of recent California high school graduates that relate directly to university eligibility and student preparation. The number of public high school graduates in California has grown by 9.7% since 1995, and the proportion of

Delaware study to such a model. Three appendices provide technical details for the Delaware study. (Contains 44 references.) (DB)

ED 446 710 HE 033 565

Schreiner, Laurie A., Ed.; Pattengale, Jerry, Ed.
Visible Solutions for Invisible Students: Helping Sophomores Succeed. Monograph Series No. 31.
PUB DATE- 00
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Persistence; *College Sophomores; Higher Education; Intervention; School Holding Power; *Student Adjustment; *Student Attitudes; Student School Relationship; Student Surveys
IDENTIFIERS- *Sophomore Slump (College Students)

This monograph addresses issues and programs to meet the specific needs of college sophomores. The first chapter, authored by the volume's editors, introduces the following papers and is titled, "What Is the Sophomore Slump and Why Should We Care?" The next eight chapters are: (1) "Meeting the Challenges of the Sophomore Year" (Michael Boivin, Gwen A. Fountain, and Bayard Baylis; (2) "Assessing the Expectations and Satisfaction of Sophomores" (Stephanie Juillerat); (3) "Policies and Practices to Enhance Sophomore Success" (Jerry Pattengale); (4) "Curricular Issues for Sophomores" (Jerry G. Gaff); (5) "Advising for Sophomore Success" (Edward "Chip" Anderson and Laura A. Schreiner); (6) "From Drift to Engagement: Finding Purpose and Making Career Connections in the Sophomore Year" (Philip D. Gardner); (7) "Institutional Approaches to Helping Sophomores" (Scott E. Evenbeck, Michael Boston, Roxane S. DuVivier, and Kaylene Hallberg); and (8) "The Sophomore Year: Summary and Recommendations" (John N. Gardner, Jerry Pattengale and Laurie A. Schreiner). An appendix, "Assessing the Expectations and Satisfactions of Sophomores: The Data" (Stephanie Juillerat) details findings of a survey of 118,706 undergraduates to identify characteristic attitudes of sophomores. A second appendix provides an annotated bibliography. (Contains 20 references.) (DB)

ED 446 711 HE 033 566

Henscheid, Jean M.
Professing the Disciplines: An Analysis of Senior Seminars and Capstone Courses. The First-Year Experience Monograph Series No. 30.
PUB DATE- 00
NOTE- 183p.; "With John E. Breitmeyer and Jessica L. Mercer."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Courses; *College Curriculum; *College Seniors; Departments; Higher Education; Intellectual Disciplines; Interdisciplinary Approach; Majors (Students); National Surveys; Seminars; Teaching Methods
IDENTIFIERS- *Capstone Courses

This monograph reports on a study evaluating senior seminars and capstone courses offered at American colleges and universities. A survey was responded to by 707 institutions of which 549 reported they offered at least one senior seminar or capstone course. The major finding of the survey was that these courses

Instruction; Educational Development; Educational Resources; *Educational Technology; Foreign Countries; Higher Education; Information Networks; Microcomputers; Universities
IDENTIFIERS- *Laptop Computers; *Notebook Computers

Mobile computing and assured access are becoming popular terms to describe a growing number of university programs which take advantage of ubiquitous network access points and the portability of notebook computers to ensure all students have access to digital tools and resources. However, the implementation of such programs varies widely from campus to campus. This paper brings together representatives from five campuses, the University of Hong Kong, the National University of Singapore, and three United States institutions--Seton Hall University, Sonoma State University, and Wake Forest University--to describe and discuss how each is providing notebook computers and assured access to network resources to all students. (Author)

ED 446 732 IR 020 361

Burg, Jennifer; Wong, Yue-Ling; Pfeifer, Dan; Boyle, Anne; Yip, Ching-Wan
Publishing an "imej" Journal for Computer-Enhanced Learning.
PUB DATE- 99
NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; *Electronic Journals; *Electronic Publishing; Higher Education; Information Dissemination; Internet; Nonprint Media; Online Systems; Periodicals; *Publications; Publishing Industry; *Scholarly Journals

Interactive multimedia electronic journals, or IMEJ journals, are a publication medium particularly suited for research in computer-enhanced learning. This paper describes the challenges and potential rewards in publishing such a journal; presents ideas for design and layout; and discusses issues of collaboration, copyrighting, and archiving that are unique to IMEJ publications. Comments, based on the authors' experiences in founding a new IMEJ at Wake Forest University, are directed to those interested in developing their own interactive multimedia electronic journal, publishing their research in such a journal, or considering the evolution of scholarly publication in the light of new technology. (AEF)

ED 446 733 IR 020 362

Chou, Huey-Wen
The Effects of Training Method on Language Learning Performance.
PUB DATE- 99
NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Articulation (Education); At Risk Persons; *Disadvantaged Youth; Dropout Research; Dropouts; *Education Work Relationship; Educational Attainment; *Educational Needs; *Educational Policy; Employment Opportunities; Employment Patterns; Employment Qualifications; Enrollment Trends; Foreign Countries; Government Role; Government School Relationship; Policy Formation; Postsecondary Education; Public Policy; Rural Areas; Rural Education; School Holding Power; Secondary Education; Sustainable Development; Trend Analysis; Unemployment; *Vocational Education; *Youth Employment
IDENTIFIERS- *Australia (Tasmania); Impact Studies

Changes in the nature of work have resulted in a significant loss of employment opportunities for Australian youths. Since the 1980s, the Australian government's perspective on the problem of youth unemployment has moved from emphasis on job availability to emphasis on individual job readiness. A 1999 Tasmanian study of early school leavers and their attempts to gain employment confirms the disjunction between the world of work and the educational experiences of youths who leave school after completing compulsory education. For the 63 Tasmanian youths studied, the pathway to work was not easy. Many reported negative experiences in their job searches, and many viewed themselves in a no-win situation as welfare officials pressured them to find employment without providing them with any meaningful assistance in doing so. However, the respondents did not perceive all attempts to assist them negatively. Those who participated in short training programs emphasizing generic skills and knowledge in specific areas of work generally considered the programs beneficial. Vocational training programs with no waiting periods were seen as key to easing the Tasmanian youths' transition from school to work. It was recommended that the issues of youth unemployment, forging school-business partnerships, and revising existing curricula be revisited. (Contains 13 references.) (MN)

ED 446 229 CE 080 818

Kilpatrick, Sue
Learning on the Job: How Do Farm Business Managers Get the Skills and Knowledge To Manage Their Businesses? CRLRA Discussion Paper Series.
PUB DATE- 99
NOTE- 17p.; For related documents, see CE 080 809-817 in the CRLRA Discussion Paper Series.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Learning; Agribusiness; *Agricultural Education; Agricultural Occupations; Business Administration; *Business Skills; Comparative Analysis; Conventional Instruction; *Education Work Relationship; Educational Needs; Educational Opportunities; Educational Research; Experiential Learning; *Farm Management; Foreign Countries; Informal Education; Information Sources; Learning Processes; Literature Reviews; Needs Assessment; Nonformal Education; On the Job Training; Recordkeeping; Rural Areas; Rural Education; Sex Differences; *Skill Development; Womens Education

Student Recruitment; Supported Employment; Teacher At
Australia; Gambling; Hong Kong; Professional Ethics; United
States

IDENTIFIERS- Australia; Gambling; Hong Kong; Professional Ethics;
United States

This document contains nine papers from the social and ethical issues section of an international conference on vocational education and training (VET) for lifelong learning in the information era. The following papers are included: "Attitudes of University Faculty Members toward Students with Disabilities" (Marie F. Kraska); "Attitude of Gaming Employees towards Problem Gambling: How It Affects Their Learning at an Awareness Training" (Lisa M. Bybee); "Quantitative Evaluation of the Educational Programmes on Students' Awareness of Social Responsibility" (Loky Tsui, Lee Wong); "Increasing Female Participation in Technology Education: A Hong Kong Perspective" (Ken Volk); "Integration of General Education into the Vocational Training Curriculum" (Kwok Hung Lai); "Flexible Learning: Developing Opportunities" (Lesley Wemyss, Carmel Thompson); "Role of Supported Services in the Provision of Vocational Training for Open Employment to People with Disabilities in Hong Kong" (Eliza Woon-ching Lo Chan); "Exploration of the Aboriginal Vocational Training Implementation Strategem from the Outlook of the 'Tribal Classroom'" (Chou Chin-hung); and "Professional Ethics--A Life-long Pursuit by an Engineer" (C.K. Leung, Jolly Wong). Most papers contain substantial bibliographies. (MN)

ED 446 245 CE 080 845

Human Resource Development and Manpower Training. Paper Presentations: Session B.

PUB DATE- 00

NOTE- 117p.; In: Vocational Education and Training for Life Long Learning in the Information Era. IVETA International Vocational Education and Training Association Conference Proceedings (Hong Kong, China, August 6-9, 2000); see CE 080 842.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Learning; Career Education; Competency Based Education; Computer Uses in Education; Curriculum Development; Economics; Education Work Relationship; Educational Assessment; *Educational Policy; *Educational Practices; Educational Research; Employment Programs; Employment Qualifications; Empowerment; Foreign Countries; Graphs; Hospitality Occupations; Hotels; Industrial Training; Information Utilization; Instructional Design; Internet; Job Skills; *Job Training; *Labor Force Development; Labor Market; Labor Needs; Leadership Training; *Lifelong Learning; Models; Needs Assessment; Occupational Information; Postsecondary Education; Predictor Variables; Professional Continuing Education; Pro
Australia; Hong Kong; Information Society; Taiwan; Turkey;
United States

IDENTIFIERS- Australia; Hong Kong; Information Society; Taiwan; Turkey; United States

This document contains 18 papers from the human resource development and manpower training section of an international conference on vocational education and training (VET) for lifelong learning in the information era. The following papers are included: "Use of Social and Economic Modeling to Plan lesson. Handouts are appended. A two-page matrix lists 39 Civil War and slavery books alphabetically by author's last name. The matrix provides this information for each book: author(s), title, type (picture book, young adult book, biography, fiction, nonfiction), difficulty (easy, medium, difficult), setting, heroes (yes/no), slavery (yes/no), Civil War (yes/no), abolition (yes/no), underground railroad (yes/no), and other (other topic, other type of book, special feature). (YLB)

ED 446 261 CE 080 874

Hall, Richard; Bretherton, Tanya; Buchanan, John
"It's Not My Problem": The Growth of Non-Standard Work and Its Impact on Vocational Education and Training in Australia.
SPONS. AGENCY- National Centre for Vocational Education Research, Leabrook (Australia).; Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; Biographies; Case Studies; Corporate Support; Developed Nations; *Educational Finance; *Employment Patterns; *Employment Practices; Foreign Countries; Job Training; *Labor Force Development; Postsecondary Education; Secondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- Australia (New South Wales); Australia (Queensland); Australia (Victoria); *Employee Leasing; *Outsourcing

A study investigated implications of the increase in non-standard forms of employment (casual work, working through labor-hire companies, and work that is outsourced) for vocational education and training (VET) in Australia. Data sources were published statistics on growth of non-standard work; research on reasons for the growth and the business and training practices of organizations that use non-standard labor; case studies of 8 organizations in New South Wales, Victoria, and Queensland using non-standard labor; and individual life histories of 16 non-standard workers. The study found that 58.8 percent of the work force is employed as permanent employees; most growth is in casuals and contractor forms of employment; and employer disincentives to investing in training are related to cost. Findings from case studies and life histories indicated many non-standard workers would prefer more ongoing, certain employment; levels of non-standard employment were rising; and employers using labor hire or outsourcing have tried to shift the burden of training on the labor-hire firm or outsourced service provider who are trying to minimize any investment in training. Stimulating employer expenditure on training was proposed. Case study evidence pointed to the need for the VET sector to target the non-standard work force. (Appendixes amounting to over one-half of the report include 107 references, case studies, and life histories.) (YLB)

ED 446 262 CE 080 875

Harris, Roger; Simons, Michele; Bone, John
More than Meets the Eye? Rethinking the Role of Workplace Trainer.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 102p.
LANGUAGE- English

National Interest--A Case Study.
PUB DATE- 00
NOTE- 12p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Case Studies; Comparative Analysis; *Curriculum Development; Definitions; Developing Nations; Educational Needs; *Educational Objectives; Educational Policy; Employer Attitudes; Employers; *Engineering Education; Foreign Countries; Government School Relationship; Higher Education; Integrated Curriculum; Interdisciplinary Approach; Labor Force Development; Models; Needs Assessment; Public Policy; *School Business Relationship; *Technical Education; Undergraduate Study
IDENTIFIERS- *Malaysia; United Kingdom; United States

The Faculty of Mechanical Engineering at the University Teknologi MARA, Malaysia, developed an undergraduate-level engineering curriculum that balances national interests with those of employers and academics. The curriculum was based on materials posted at the Internet sites of universities in the United States, United Kingdom, and Malaysia itself. The new curriculum calls for 3 or 4 years of study (depending on whether students enter the program before or after earning the equivalent of the United Kingdom's General Certificate of Education A-level). In accordance with the Malaysian government's policy of producing graduates with the English skills needed to compete in the international arena, the curriculum's language of instruction is English (except for certain subjects such as social science and humanities). Because Malaysian employers have expressed interest in engineering graduates who are well-rounded and who possess a multidisciplinary, systems perspective, the curriculum calls for a mix of mathematics and social sciences, humanities and social sciences, engineering and design, and free electives). The extended program calls for an additional 30-32 credit hours, inclusive of technical electives and courses in ethics and professional responsibilities. The model allows students to plan their own program with minimal supervision and includes provisions for international exchange or internship during the extended year. (MN)

ED 446 279 CE 080 897

Thompson, Robert
A Passport to Flexible Learning: An Orientation Program Designed To Introduce First Year University Students to Interactive Teaching Technologies.
PUB DATE- 00
NOTE- 12p.; In: TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates); see CE 080 883.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Adult Learning; *College Freshmen; Computer Uses in Education; Delivery Systems; Educational Environment; *Educational Technology;

United States need to master in order to be successful and self-reliant in planning and managing their careers in a rapidly changing, knowledge-age labor market. A practical resource designed for career professionals, the Blueprint emerged from a partnership project of Canada's National Life/Work Centre, Human Resources Development Canada, and the Canada Career Information Partnership. It is based on work done by the U. S. National Occupational Information Coordinating Committee to develop the "National Career Development Guidelines K-Adult Handbook." These guidelines have been undergoing development, implementation, evaluation, and enhancement since 1988. Most U. S. states have adopted and implemented these guidelines. The Blueprint is an adaptation of these guidelines for Canada. This paper describes the 550-page publication. (EV/MKA)

ED 446 297   CG 030 388

Jarvis, Phil; Richardt, Joan
The Real Game Series: Bringing Real Life to Career Development.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Development; Career Planning; *Education Work Relationship; Educational Games; Elementary Secondary Education; Preschool Education; Self Concept
IDENTIFIERS- Competency Matrices

The Real Game (TRG) Series is a set of six innovative career programs designed to bring interactive, experiential learning to the classroom. Each program is tailored to a specific range of age and grade levels. There are games available for three-year-olds up to adults. The basic aim of the series is to introduce realities of the adult world of work in a meaningful way and to help participants master the career development competencies outlined in the "Blueprint for Life/Work Designs" (Canada) and "National Career Development Guidelines" (USA). All the exercises and activities have been keyed to the competencies outlined in the Blueprint in the three areas of (1) personal management -- self-knowledge, (2) learning and work exploration -- educational and occupational exploration; and (3) career building -- career planning. Each game in the series incorporates increasingly challenging ideas and vocabulary and provides participants with different occupational roles. The games focus on teamwork and community interactions, involving parents throughout the process. This paper discusses the creation of, implementation of, and impact of The Real Game Series. (Author/MKA)

ED 446 298   CG 030 390

Jarvis, Phillip S.
Academic & Technical Skills   Life/Work Skills   Career Information & Guidance = Success in Career Building.
PUB DATE- 00
NOTE- 11p.; Paper presented at an International Conference for Vocational Guidance sponsored by the International Association for Educational and Vocational Guidance, the Bundesanstaft fur Arbeit, and the European Community (Berlin, Germany, August 30-September 1, 2000). A few pages of text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

School-to-Work Experience?"; (6) "Go Tech Or Go Home"; (7) "You Can Make a Difference"; (8) "Hot Jobs"; (9) "Leisure to Livelihood"; and (10) "Signs of Things To Come." (Author/JDM)

ED 446 317 CG 030 439

Smead, Rosemarie
Skills for Living: Group Counseling Activities for Young Adolescents, Volume Two.
PUB DATE- 00
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Behavior Modification; Behavior Problems; Educational Innovation; *Group Counseling; Group Experience; Helping Relationship; *Middle School Students; Middle Schools; Peer Counseling; Peer Relationship; Student Behavior

Group counseling offers a content-plus-process approach to counseling of youth. Counselors in schools or mental health settings can use this book to learn how to create meaningful group experiences for adolescents. The group agendas are aimed at middle school youth and offer them the opportunity to experience positive growth and change in the group setting. The activities help students develop new ideas, perspectives, and attitudes. They can learn new behavioral skills to replace existing maladaptive behaviors, and can practice these behaviors in a safe, supportive environment. Group counseling encourages the expression of affect related to life's painful experiences and supports the interactive relationships among members that can result in healing and growth. Examples of topic areas covered include: (1) "Girlfriends: Understanding and Managing Friendships"; (2) "Jugglers: Middle School Transition Issues"; (3) "Dating and Relating: Male/Female Relationship Issues"; (4) ""Teaching Tolerance": Understanding and Valuing Individual and Cultural Differences"; (5) "Give a Little, Take a Little: Relationships at Home"; (6) "The Brain Laundromat: Cognitive Coping Skills"; (7) "Agree to Disagree: Learning to Manage Anger"; and (8) "Guys' Club: Issues from a Male Perspective." (Contains 4 appendixes and 186 references.) (Author/JDM)

ED 446 318 CG 030 442

VanZandt, Zark; Hayslip, Jo
Developing Your School Counseling Program: A Handbook for Systemic Planning.
PUB DATE- 01
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attitude Change; Behavior Modification; College Students; Cooperation; *Counselor Training; Elementary Secondary Education; Flow Charts; Higher Education; Individual Develoment; *Program Development; Program Implementation; *School Counseling; *School Counselors

This handbook serves as functional training materials for school counselors. The material is organized as a process-oriented vocabulary influences writing ability, and how teachers can use vocabulary development specifically to improve writing skills. The digest suggests that the breadth and depth of a student's vocabulary will have a direct influence upon the descriptiveness, accuracy, and quality of his or her writing. It outlines several key principles that should guide teachers in the creation of and implementation of a comprehensive vocabulary development program. The digest argues that improvement in vocabulary will result in improved writing skills only if the teacher is able to create a classroom that takes writing seriously. It also describes techniques teachers can use to create a writing-centered classroom. (SR)

ED 446 340   CS 217 298

Hyslop, Nancy
Hispanic Parental Involvement in Home Literacy. ERIC Digest D158.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Hispanic Americans; Limited English Speaking; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; Program Descriptions; Resource Materials
IDENTIFIERS- ERIC Digests

Noting that people of Hispanic origin represent one of the largest minority groups in the United Sates, this digest points out that, for Hispanic students, success in school is a complex process, dependent on both the actions of parents and teachers separately and also on their interactions. The digest provides an overview of: (1) problems Hispanic parents encounter as they become involved in their children's literacy development; (2) programs that help Hispanic parents become more effective partners with their children and their children's school; and (3) resources that provide useful information for parents, teachers, and administrators. The first section outlines findings from recent studies that discuss the effects of cultural differences, parents' lack of self-esteem, and a host of misconceptions. Descriptions of six effective programs that have helped Hispanic parents comprise the digest's second section. The third section offers brief descriptions of five information resources providing useful information for parents, teachers, and administrators. (Contains 14 references.) (SR)

ED 446 341   CS 217 299

Lu, Mei-Yu
Writing Development. ERIC Digest D159.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Development; *Childrens Writing; Elementary

Nalley, Donna
Creating a Continuum of Excellence: A U.S. Blue Ribbon Schools of Excellence Conference Proceedings (Coral Gables, Florida, 1999).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 37p.; Edited by Charles Ahearn.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Community Action; *Cooperation; *Educational Change; Elementary Secondary Education; *Global Education; *Leadership; *Parent Role; Public Schools; Technological Advancement

These proceedings of the conference "Creating a Continuum of Excellence: A U.S. Blue Ribbon Schools of Excellence Conference," produced by SERVE in collaboration with Nova Southeastern University was held in Coral Gables, Florida, 1999. It lists keynote speakers, action planning meetings, think tanks, and titles of exemplary practice sessions, as well as a detailed description of the SERVE organization. (DFR)

ED 446 362 EA 030 648

Mutchler, Sue, Ed.
Making the Most of the Connection: A Policymaker's Guide to Participating in a Community Dialogue on Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *Communication Problems; *Community Action; *Community Cooperation; Educational Improvement; Elementary Secondary Education; *Policy Formation; Public Schools; *School Effectiveness

This booklet is designed to serve as a guide for policymakers who want to involve their constituents in community dialogues on education. It contains information about what community dialogue is, why state policymakers should participate, and how to make the most of participation in a community dialogue on education. This booklet is helpful for policymakers who are looking for a different way to connect with their constituents on an important education issue, who are planning to participate in a community dialogue on education and want to know what to expect, and who are considering how to make the most of their participation in future community dialogues on education. While it does not contain specific information about how to organize or facilitate community dialogue programs, it provides information about where to find these resources. (DFR)

ED 446 363 EA 030 649

Mutchler, Sue, Ed.
Making the Connection: A Guide to Involving Policymakers in a Community Dialogue on Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

School Reform.

PUB DATE- 99

NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Jackson, WY, August 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Case Studies; Educational Change; *Educational Improvement; *Evaluation; *High Schools; Legislators; *Public Schools; Secondary Education; *Technological Advancement

This paper describes the A Schools Program that contains financial incentives to encourage districts to pursue three goals: (1) All students will graduate from high school; (2) all students will complete a selection of studies that is challenging and has identified learning expectations; and (3) all students will proceed from graduation to a college or postsecondary vocational or technical school or a high-wage job with workplace skill-development opportunities. The district can receive up to $450,000 over a 3-year period for such things as technology, software, curriculum, and professional development. Following the end of the 3 year period, the district must document that the high school has stopped offering a general education track, developed an ongoing school/community partnership, and provided evidence that the number of dropouts has decreased. With substantial progress toward these objectives, the high school can be designated an "A High School." The paper illustrates a case study of a high school that strives to maintain these goals. (Contains 11 references.) (DFR)

ED 446 385   EA 030 679

Boulter, Lyn T.

Academic Achievement in Home School Education.

PUB DATE- 99

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Academic Achievement; *Community Action; Elementary Secondary Education; *Home Schooling; *Parent Influence; *Parent Participation; Public Schools; Scores; *Student Improvement

There is little empirical evidence that home-school education is as academically effective as traditional education, or that average and above-average academic achievement is sustained through high school. A sample of 110 home-schooled students (59 males, 51 females, ages 5 years 3 months to 19 years 6 months) were administered the Woodcock-Johnson-Revised Tests of Achievement. In addition, a longitudinal study was conducted of 46 of these students who were given the test 2 or more years over the 6-year span of the study. Both male and female home-schooled students scored at or above the 50th percentile on all clusters of subtests. However, measures of academic achievement over time revealed that the students' performance declined with increasing grade level. The effectiveness of home-school education related to parental education and preparation for high-school level courses is discussed. (DFR)

ED 446 386   EA 030 680

*Cultural Differences; *Disabilities; Disability Discrimination; Due Process; *Educational Legislation; Elementary Secondary Education; *Eligibility; Federal Legislation; *Financial Support; Foreign Countries; Services; Social Bias
IDENTIFIERS- *India; Individuals with Disabilities Educ Act Amend 1997; Persons with Disabilities Act (India 1995)

This paper discusses the Person's with Disabilities Act (PDA) passed in 1995 in India and compares it with the United State's Individuals with Disabilities Education Act (IDEA) of 1997. The comparison indicates the PDA is more limited in its coverage, does not include due process procedures, and does not fund the education of individuals with disabilities, but rather permits the state and local education agencies to provide services for individuals with disabilities within the limits of their economic capacity. It also describes two Indian institutions that serve individuals with physical disabilities, presents profiles of two children with physical disabilities who reside in North India, and discusses the absence of services for individuals with disabilities as an outcome of "Karma Theory," the theory of the inevitable consequences of one's actions whereby individuals with disabilities are disabled because of the misdeeds and evil actions they performed in their previous lives. The paper concludes by urging the need for more frequent dialogue between East and West. (CR)

ED 446 407   EC 308 095

Rowan, Lori
AHEAD Outreach--Where the Child Is, the Services Are: Home, Child Care, Hospital/Clinical Services to Infants, Toddlers, and Young Children with Disabilities and Their Care Givers. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Early Childhood Education; Early Identification; *Early Intervention; Infants; *Outreach Programs; *Professional Development; Toddlers; *Training Methods; Young Children

This final report documents the activities and outcomes of the 3-year outreach project AHEAD (At Home & At Day Care). Over the course of the three years, AHEAD Outreach conducted eight AHEAD Trainers' Training Institutes that provided AHEAD trainers with up-to-date content in the early intervention field, training techniques, hands-on experiences, use of multi-media in presentations, and interactive activities using adult learning principles. Fourteen states and one territory were involved and 105 trainers were certified as AHEAD trainers. As a result, AHEAD trainers affected their states and agencies through the high quality of training and improved services they provided to early interventionists and to families, child care providers, and young children with disabilities. The technical assistance activities included monitoring of training, assistance in planning training, loaning training resources, on-site visit feedback and mentoring, and dissemination of "Trainers Tidings." Several appendices are attached that include a project overview, the table of contents of several resource manuals, training agendas, and program evaluation forms. (Author/CR)

Relationship; *Teaching Methods; Urban Areas; *Writing (Composition); *Writing Instruction

A social literacies perspective is used to analyze a rap written by a high school student. The article begins with an examination of the student's uses of African American Vernacular English (AAVE) and standard English. The student writing sample and the researcher's analysis are subjected to review by two other African American teenagers, and these students' insights are used to interrogate the assumptions of analysis and research into language use. The article ends by claiming that teachers and researchers must engage students' literacy practices in order to enrich classroom life and conduct meaningful and socially just research. The study reinforces the need to continue the scholarly debate about the wisdom and efficacy of trying to impose standard English on all speakers and writers and argues that new ways to validate alternative literacies should be found that can be used as a means of helping students to become proficient users of dominant literacies. Twenty-four references are included. (KFT)

ED 446 433 FL 026 447

Gonzalez, Rosa Maria
Bilingual/ESL Programs Evaluation Report, 1998-99.
PUB DATE- 00
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Hispanic Americans; Limited English Speaking; *Longitudinal Studies; Professional Development; Program Evaluation; Second Language Instruction; Second Language Learning; *Student Evaluation; Teacher Education
IDENTIFIERS- Austin Independent School District TX

This data-rich report provides a detailed analysis of the performance of K-12 limited-English-proficient (LEP) students in bilingual and English-as-a-Second-Language (ESL) programs in public schools in Austin, Texas. Results are generally mixed. The report begins with an executive summary of major findings. Following are six sections covering various aspects of the process of evaluation: "Bilingual/ESL Programs: Evaluation 1998-99" covers the evaluation mandate, plan, overview, and program overview and transfers; "Description of LEP Population in AISD (Austin Independent School District)" details the ethnicity, languages spoken, language dominance, demographics, and growth in the AISD student population; "Findings--Academic Progress" provides test scores for various standardized tests including the Iowa Test of Basic Skills, Texas Test of Academic Skills (English and Spanish), English proficiency, and the number of exits; "Alternative Language Program Bilingual/ESL Professional Staff Development" details the staff training activities including the scope, distribution, and results; "Longitudinal Studies" provides a variety of longitudinal measurements of student performance; and the "Emergency Immigrant Education Program" is described. Thirty-five tables and 14 figures are included. (KFT)

ED 446 434 FL 026 448

Sellami, Abdel Latif
Teaching towards Cultural Awareness and Intercultural Competence: From What through How to Why Culture Is?
PUB DATE- 00

included. (KFT)

ED 446 454 FL 801 411

Migliacci, Naomi
Ouch! Or ESL and the Glass Ceiling.
PUB DATE- 00
NOTE- 44p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Instruction; English for Special Purposes; *English (Second Language); *Equal Opportunities (Jobs); Films; Interpersonal Communication; Professional Development; Second Language Instruction; Second Language Learning; Sociolinguistics; *Teacher Education
IDENTIFIERS- Glass Ceiling

The realities of the glass ceiling, which prevents qualified women, minorities, and many English-as-a-Second-Language (ESL) students from advancement and promotion, are rarely discussed in English for Special Purposes (ESP)/ESL programs and courses. This paper explores the barriers to success, focusing on the sociolinguistic factors of verbal and non-verbal social and interpersonal skills. By using popular videos to dramatically illustrate these barriers, students and clients of ESP/ESL programs can understand how the glass ceiling affects them. The paper includes definitions of the various aspects of the glass ceiling and its attendant barriers, as well as the data gathered from interviews on the needs of professors in MBA and other professional programs, and the implications for program design and lesson planning on the part of ESP/ESL professionals. Details are included on how to use video and incorporate appropriate communicative skills in the classroom for the student or client to gain the necessary skills for success. The short video clips mentioned in the paper from the movies "Gung-Ho," "Nine-to-Five," "Baby Boom," "Working Girl," and "the Associate" are easily rented or purchased. Fifty-seven references and resources are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/KFT)

ED 446 455 HE 032 777

University-Community Partnerships: Current Practices. Volume II.
PUB DATE- 96
NOTE- 228p.; For Volume III, see HE 032 778.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Community Services; Educational Research; Higher Education; Outreach Programs; *Partnerships in Education; *School Community Programs; *School Community Relationship; Service Learning; Student Participation; Student Volunteers; Teacher Participation

This publication highlights the work of institutions of higher education and their surrounding communities throughout the United States. These institutions are responding to the responsibilities and possibilities of their educational and social missions by mobilizing their resources in ways that benefit the institutions and the communities, creating partnerships that take advantage of their collective resources.

Universities
IDENTIFIERS- *African Americans; California

From 1984 to 1994, the state of California constructed 19 prisons and only one state university, according to this report presented by the Justice Policy Institute. The report suggests on the basis of that data and other findings that the state of California has made financial and budget policy decisions which work against African Americans, and that prison building has become a priority while higher education has lost ground in the areas of state budget, number of jobs, affordability, construction of new institutions, population increases, and salaries for professionals. It is argued that African American communities have suffered as a result. Compounding the problem, a public university education is becoming less affordable. Grants have decreased, and tax dollars spent on various budget items reflect increasingly higher proportions spent on corrections. The trend is expected to continue in the next decade. The report suggests implementing policies that will limit growth of the prison population, and shifting budget priorities to promote affordability and accessibility of higher education, particularly for African Americans. (HB)

ED 446 477 HE 033 231

Brief to the Ontario Legislature's Standing Committee on Finance and Economic Affairs: 2000 Pre-Budget Consultations.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; Educational Economics; *Educational Finance; Financial Policy; Financial Support; Foreign Countries; Higher Education; International Education; Planning; Policy; Public Education; Public Policy; Resource Allocation; Universities
IDENTIFIERS- Council of Ontario Universities (Canada)

In consideration of conclusions reached by the Council of Ontario Universities (COU) in March 1999, the COU presents data in support of recommendations for the 2000 Ontario budget. Significant issues include the substantial increase in demand for university services, need for faculty recruitment, facilities improvement, and expanded research capabilities. The paper discusses student demand, expected to reach an additional 88,900 students by the year 2010. In addition, almost 11,000 new faculty will be needed over the next decade. According to analysis of research capacity, Canada lags behind its G7 counterparts in expenditure on research and development. Facilities renewal will comprise a substantial future expenditure. Quality, accountability, diversity of educational opportunity, and responsiveness to student and marketplace needs are highlighted. The brief outlines government actions indicated and the university system's commitment in attaining goals for the system. The report highlights Ontario universities' areas of innovation and responsiveness, economies and efficiencies, and commitment to accountability. Data indicating Ontario's expenditures on research and development, and future facilities costs, are presented, as well as a chart outlining four-year changes in support for higher education in Ontario as compared to other provinces and the United States. (HB)

ED 446 478 HE 033 232

(grade point average, credits, departure status, and degree obtained). Data were combined to explore relationships among pre-college characteristics, freshman year experiences, freshman year outcomes, and long-term educational outcomes, including self-reported growth and objective performance records. Researchers developed intellectual, personal, and overall growth measures from lists of specific skills self-reported by students concerning their own growth at the university. The study investigated what led to positive outcomes in the freshman year and which of the pre-college and freshman year variables were most influential in predicting longer-term outcomes assessed by the 8-year college history. Results indicated that freshman college experiences were better predictors of outcome than were pre-college characteristics. Classroom experiences, faculty relations, and peer relations were the most influential predictors of subsequent outcomes. (Contains 9 references.) (SM)

ED 446 501 HE 033 311

Toutkoushian, Robert K.
Changes in the Demand for Public Land-Grant Universities in New England, 1976-1999. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; College Applicants; College Bound Students; *College Choice; Family Income; Higher Education; *Land Grant Universities; Out of State Students; Public Colleges; Scores; Tuition
IDENTIFIERS- New England; Scholastic Assessment Tests; University of New Hampshire

This study focuses on initial student interest in or demand for public, land-grant universities (PLGUs) within the six New England states for the years 1976-99. The study has three distinguishing features. First, time-series data for the six New England states are combined into a panel data set, and fixed effects and random effects models are used to estimate how selected factors affect the demand for PLGUs in the region. Second, this study utilizes data on the proportion of seniors in each state who had their test scores sent to particular PLGUs within the region as a measure of demand. Finally, student demand models are estimated for (1) demand for their own in-state PLGU and (2) demand for the University of New Hampshire among non-New Hampshire seniors in New England. The results for New England show that the changing pattern in the demand for PLGUs from 1976 through the late 1990s has been largely due to: changes in the relative price of attending public and competing institutions; changes in median family income; and the rising degree aspirations of college-bound seniors. (Contains 41 references.) (SM)

ED 446 502 HE 033 313

Eimers, Mardy T.
The Impact of Student Experiences on Progress in College: An Examination of Minority and Nonminority Differences. AIR 2000 Annual Forum Paper.
PUB DATE- 00

Tables (Data); *Trend Analysis
IDENTIFIERS- Scotland; *Scottish School Leavers Survey

This report describes trends and patterns in school-leaver entry to higher education in Scotland. (School-leaver entrants to higher education are those who leave school and start higher education in the same year, or direct entrants.) The report uses data from the Scottish School Leavers' Survey (SSLS), a biennial sample survey of school leavers conducted in the spring after leaving school from 1978 to 1993. It is the first of a series of five reports based on analyses of the SSLS. The report is set in the context of recent developments in Scottish higher education, notably the rapid expansion of participation. It explores key policy issues, including the aim to widen access for school leavers from less advantaged social backgrounds, the role of sub-degree provision, and the role of secondary grades as preparation for higher education. The report maps school-leaver entry as of 1993, describes recent trends, and models the process of entry in order to understand student-level factors, which influence participation. Two appendices contain definitions and categories and statistical bases. Contains 22 references. (EV)

ED 446 522 HE 033 354

O'Brien, Colleen; Redmond, Christina; Cunningham, Alisa Federico; Wolanin, Thomas; Merisotis, Jamie
What Is Opportunity? Defining, Operationalizing, and Measuring the Goal of Postsecondary Educational Opportunity. A Concept Paper.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; *Access to Education; Benchmarking; College Admission; College Attendance; *Educational Opportunities; Enrollment Influences; Higher Education; Policy Formation

Asserting that there is so little understanding of what "opportunity" means within the context of access to higher education that use of the word may cloud rather than clarify policy debate, this concept paper served as a resource document to aid participants at a 1999 seminar sponsored by the Council for Opportunity in Education. The paper includes: (1) a discussion of possible definitions of postsecondary opportunity; (2) a review of possible benchmarks of the minimum achievement levels that must be met to ensure opportunity and indicators of that achievement; (3) a discussion of the role of data in defining and measuring opportunity; and (4) an examination of the future agenda for defining, operationalizing, and measuring the parameters of postsecondary educational opportunity. Contains 38 references. (EV)

ED 446 523 HE 033 355

Keller, Michael
College Performance of New Maryland High School Graduates: Student Outcome and Achievement Report.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English

ED 446 543 HE 033 379

Making the Case for Affirmative Action in Higher Education: What You Can Do To Safeguard Affirmative Action on Campus and in Your Community.
PUB DATE- 99
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; *Affirmative Action; College Admission; *Diversity (Student); Educational Legislation; Educational Research; *Equal Education; Federal Legislation; Higher Education; Racial Discrimination; State Legislation; Student Financial Aid
IDENTIFIERS- American Council on Education; California; Congress; Department of Education; Hopwood v Texas; Texas; Washington

This report discusses how to safeguard affirmative action on college campuses. Section 1, "Threats to Affirmative Action," discusses Congressional action; state actions; and anti-affirmative action studies and reports. Section 2, "Affirmative Action Works," includes research findings; leaders' beliefs about affirmative action and diversity; a national perspective; and the business sector. Section 3, "Answering the Critics," presents The Case for Affirmative Action: a leadership conference on civil rights; and "Affirmative Action: Myth v. Reality" (the American Association of University Women). Section 4 "Legal Issues," presents "Affirmative Action in Education: A Current Legal Overview" (Jonathan R. Alger); major affirmative action cases: digest of the record; major civil rights and equal employment opportunity legislation since 1963; U.S. Department of Education 1966 memo on impact of Hopwood decision; and U.S. Department of Education 1995 memo on race-targeted student financial aid. Section 5, "What You Can Do," discusses college change of opinion; sample letters to Congress and to the editor; and joining the affirmative action in higher education network. Section 6, "ACE and Affirmative Action," describes the American Council on Education (ACE); ACE contacts; the history of the ACE and affirmative action; an ACE survey reinforcing the need to act; and ACE board statements on affirmative action and diversity. (SM)

ED 446 544 HE 033 380

Brown, J. Noah, Ed.
The Knowledge Connection: The Role of Colleges and Universities in Workforce Development.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Continuing Education; Cultural Exchange; Distance Education; *Education Work Relationship; Educational Technology; Elementary Secondary Education; Engineering; English (Second Language); Entrepreneurship; Faculty Development; Graduate Study; Health Personnel; Higher Education; Information Science; Information Technology; International Trade; Knowledge Level; *Labor Force Development;

DESCRIPTORS- College Students; *Educational Finance; Expenditure per Student; *Financial Support; Foreign Countries; *Full Time Equivalency; *Full Time Students; Higher Education; Resource Allocation; Surveys
IDENTIFIERS- *England

This document asks institutions to complete an annual survey on full-time equivalent student load on recognized higher education (HE) courses. The HESES2000 survey should be completed by all HE institutions receiving funds from the Higher Education Funding Council for England recurrent funds for teaching. The data will provide an early indication of the number of students studying in academic year 2000-01, enable a comparison of student load with allocations made for academic year 2000-01, and inform allocation of teaching funds for academic year 2001-02. The 20 appendixes, which comprise the bulk of the document, provide information to help institutions complete the survey, including: summary of changes since a previous survey; table descriptions; descriptions of columns in tables; the survey student population; countable years of program of study; student load; long years of program of study; residential and funding status; level of study; mode of study; price groups; recognized HE courses; approximation to the year of program study; links between survey data and Health Education Statistics Agency data; validation checks; workbook notes; sample tables; survey checklist; glossary; and a survey index. (SM)

ED 446 564 HE 033 404

HEIFES2000: Higher Education in Further Education Students Survey, 2000-01. Request.
PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Continuing Education; *Educational Finance; Foreign Countries; Full Time Equivalency; Full Time Students; *Higher Education; Resource Allocation; Surveys
IDENTIFIERS- England

This document asks further education colleges (FECs) to complete a survey of students on recognized courses of higher education (HE). The data collected on the Higher Education in Further Education: Students Survey 2000-01 (HEIFES2000) are intended to be compatible with those from the Higher Education Students Early Statistics Survey 2000-01 (HESES2000). Data will: provide an early indication of the number of students on recognized courses of HE at FECs in academic year 2000-01; enable a comparison of student load with allocations made for academic year 2000-01; and inform the allocation of teaching funds for academic year 2001-02. The 20 appendixes, which compromise the bulk of the document, include: explanatory notes for HEIFES2000; summary of changes since HEIFES99; table descriptions; descriptions of columns in tables; the study student population; counting student activity; full-time equivalence; long years of program study; residential and funding status; level of study; mode of study; price groups; recognized courses of HE; links between HEIFES2000 data and individualized student record (ISR) 20; validation checks; workbook notes; sample tables; a survey checklist; a glossary; and a survey index. (SM) fall 1994 was 94%, and the yield rate was 79%. The yield rate for whites is almost seven percentage points higher than the yield rate for admitted students of color. Students of color constituted approximately 10% of Wisconsin's high school graduates and the same proportion of ACT Assessment test takers. However, students of color represented only 7% of immediate new freshmen enrollments. One of the objectives of the UW enrollment management system will be to increase the number of students of color enrolling. Fourteen appendixes contain detailed tables of admissions and yield information. (Contains 14 tables.) (SLD)

ED 446 585 HE 033 425

Student Financial Aid in the UW System: 1996-97 Update. Occasional Research Brief, Volume 98, No. 1.
PUB DATE- 98
NOTE- 25p.; Produced by the University of Wisconsin System, Office of Policy Analysis and Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Graduate Students; Grants; Higher Education; *Student Financial Aid; Student Loan Programs; *Undergraduate Students
IDENTIFIERS- *University of Wisconsin System

Financial aid provided to students in the University of Wisconsin (UW) system is described. In 1996-1997, 75,666 UW system undergraduate and graduate students received $404.9 million in a combination of need based and non-need based financial aid. This represented an increase of 1,319 students and $16.2 million above 1995-1996 levels. Over half of all undergraduates and one-third of graduates received financial aid in 1996-1997. Over four out of five financial aid dollars (84%) in the UW system were provided, or underwritten, through a federal program, and state funded sources accounted for 8% of the total, with the remaining dollars from institutional (4%) and other sources (3%). In 1996-1997, 70% of total aid was in the form of loans, 27% was in the form of grants, and 3% was in the form of work programs. Over two-fifths (41%) of all UW students borrowed through a financial aid loan program in 1996-1997, and less than one-third (29%) received grants. Approximately one quarter of the undergraduate aid recipients were classified as independent for financial aid purposes. Nearly three-fifths (58%) of all UW resident undergraduates have debt on completing a Bachelor's degree, compared to two-thirds in the mid-1980s. The average undergraduate's debt on graduation was $13,332, and 27% of this debt came from non-need based loans. Five appendixes contain technical notes, detailed data tables, and a discussion of the design of a financial aid package. (Contains 19 tables.) (SLD)

ED 446 586 HE 033 426

Alabama Commission on Higher Education State Plan: Enhancing Our Strengths through a Shared Vision Planning for Alabama Higher Education, 1996-2000.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Entrance Examinations; *Curriculum; *Educational Experience; Educational Objectives; Higher Education; Law Schools; *Law Students; *Legal Education (Professions)
IDENTIFIERS- Law School Admission Test

This book aims to give students a thorough overview of the contemporary law school experience. It provides a comprehensive chronological account of what to expect, drawn from the experiences of recent law school graduates, designated the "'Law School Confidential' mentors." The chapters are: (1) "Thinking about Law School? Think Again..."; (2) "Your Five Most Critical Hours: How To Beat the LSAT"; (3) "Applying to Law School: Bait the Hooks Carefully and Cast the Nets Wide"; (4) "Choose Your School Wisely"; (5) "An Investment in Your Future: Funding Your Legal Education"; (6) "The Ten Things You Must Do before Classes Begin"; (7) "So What Is a Tort Anyway? A Brief Overview of the First-Year Curriculum"; (8) "Getting Out of the Gate--Applying the Lessons of Futures Past"; (9) "The Unspoken Code of Law School Etiquette"; (10) "The T-Minus One Month Checkpoint: How To Arrive Ahead of the Competition"; (11) "Making Your Summer Plans: How To Win the 1L Recruiting Lottery"; (12) "Your First Semester Endgame"; (13) "Looking Behind and Looking Ahead: Assessing the Damage and Charting the Course for Your Second Semester"; (14) "First Year Endgame: Succeeding in Exams and the Law Review Competition"; (15) "Working for Free or Working for Pay: Your First Summer Paves the Way"; (16) "Charting a Course for Your Upper Years"; (16) "Your Survival Guide to Recruiting Season"; (18) "Everything You Need To Know about Callback Interviews"; (19) "The Future Is Now: Using the 'Relevance Calculus' To Choose a Firm"; (20) "Back on the Chain Gang: Advice about Journal Membership"; (21) "Restoring Balance: Moot Court, Public Service, and How To Reclaim the Life You've Lost"; (22) "Demystifying Judicial Clerkships: Heigh Thee to the Chambers"; (23) "Keys to Ascension: Turning 2L Summer Employment into a Permanent Offer"; (24) "But It Doesn't Have To Be Boring... Designing a Plan To Avoid the Third-Year Doldrums"; (25) "Opportunity Knocks Again... A Second Chance at Recruiting"; (26) "Last Semester Cross-Checks"; (27) "The Final Hurdle--Strategies for the Bar Examination"; and (28) "Parting Thoughts." (SLD)

ED 446 606   HE 033 447

Oakes, Guy; Vidich, Arthur J.
Collaboration, Reputation, and Ethics in American Academic Life: Hans H. Gerth and C. Wright Mills.
PUB DATE- 99
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperation; *Ethics; Interpersonal Relationship; *Research; *Sociology; *Writing for Publication
IDENTIFIERS- *Collaborative Writing; *Mills (C Wright); Weber (Max)

Using the collaboration between sociologist C. Wright Mills and Hans H. Gerth and their studies of the work of Max Weber as a the self-study process to consider how they will address the globalization theme in the ATS standards and assists accreditation committees in the evaluation of institutional and educational efforts toward globalizing theological education. (EV)

ED 446 628 HE 033 474

Linking Knowledge Worldwide Annual Report, 1998.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; Cooperative Programs; Developing Nations; Educational Development; Exchange Programs; Foreign Countries; *Higher Education; *Institutional Cooperation; *International Educational Exchange; International Programs; Organizations (Groups); Policy Formation; Research Projects; Technical Assistance
IDENTIFIERS- Netherlands; *NUFFIC (Netherlands)

This annual report discusses the work and progress of the Netherlands Organization for International Cooperation in Higher Education (Nuffic), which is devoted to achieving increased intercultural understanding, an equitable distribution of knowledge and infrastructure over all parts of the world, and improvement in the quality of education. Following a description of Nuffic's mission, a foreword, and a summary of trends in international cooperation, the report's chapters are: (1) "Internationalization"; (2) "Development Cooperation"; (3) "Credential Evaluation"; and (4) "Communication." Within each chapter, "Eyewitness," "Crystal Eye," and "Eye-Catchers" sidebars present interviews with people who have worked with Nuffic, predictions for the future, and notable results achieved by Nuffic in 1998, respectively. End matter includes a description of the organization's structure and departments, a financial summary, a list of publications, and a list of abbreviations. (EV)

ED 446 629 HE 033 475

Catalog VI: Supplementary Financial Resources for Theological Students.
PUB DATE- 00
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Eligibility; Financial Aid Applicants; Graduate Students; *Graduate Study; Higher Education; *Paying for College; *Student Financial Aid; Student Loan Programs; *Theological Education

This catalog is designed as a supplement to resources available to students preparing for graduate and post-graduate programs in seminaries in North America. The current edition is an update of "Catalog V," which was prepared in 1998. The catalog's purpose is to give students overall descriptive information on potential sources of funding that fit their identified needs. Organized alphabetically, the catalog provides names, contact addresses, types of aid, deadlines, and descriptions of aid for numerous funding sources. (EV)

Educational Research Information Center (ERIC) Trends are analyses of higher education literature contained in the ERIC database, describing major concerns in institutional practice. A large percentage of the literature from 1999-2000 on administration describes the common themes of presidential leadership, leadership/management styles, administrator stress and role confusion, lack of training for administrators, and surveys of staff or faculty in different positions examining role alteration. Important trends reflected in the literature on administration include: (1) management fads; (2) commercialization; (3) privatization; (4) determining priorities; (5) human interaction; (6) mediation; (7) planning; (8) legal issues; (9) diversity; (10) assessment; (11) technology; and (12) collaboration. These trends demonstrate the need to reconcile corporate and academic values. Performance assessment, planning, and legal issues reflect the rise of corporate values, whereas human interaction, diversity, collaboration, and mediation represent the traditional values of the academy. The current literature on administration reflects an attempt to blend these values. Although there is a significant amount of literature discussing these themes, little, if any, research has been conducted on the impact of blending these values or on strategies for resolving tensions. The administration of the university has become the seat of the battle over what the university of the 21st century will look like. (Contains 31 references.) (EMS)

ED 446 651   HE 033 503

Kezar, Adrianna J.
External Constituencies, Outreach, and Public Relations: ERIC Trends, 1999-2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 8p.; For related documents, see HE 033 500-506.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cooperation; *Educational Trends; *Higher Education; Interdisciplinary Approach; International Programs; *Outreach Programs; *Partnerships in Education; *Public Relations; School Business Relationship; *School Community Relationship; Trend Analysis; Values

Educational Research Information Center (ERIC) Trends are analyses of higher education literature contained in the ERIC database, describing major concerns in institutional practice. Perhaps no other trend has grown as rapidly as the literature on external constituencies, outreach, and public relations. This increase makes it clear that higher education institutions are focused on ways to develop relationships with businesses, non-profit organizations, schools, communities, and political organizations. These partnerships are commonly referred to as the "responsive university" or "engaged campus." Typically outreach was seen as being important to a democratic society and for improving the economy. These traditional arguments have been refined to be responsive to the new knowledge society, economy, and political system with a focus on: (1) the responsive university; (2) multidisciplinary research; (3) business partnerships; (4) K-16 partnerships; and (5) international outreach. Many institutions are developing models to serve as guides for developing partnerships. As partnerships become implemented, a balance between traditional academic

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; Action Research; *Educational Technology; *Information Technology; *Learning Strategies; Program Implementation; Resource Allocation; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Knowledge Development; Teacher Knowledge

This book chronicles practitioners' struggles in implementing information technology, identifies the existing barriers to implementation, and provides a set of frameworks from the current understanding of this process to support learning through information creation. The chapters are: chapter 1, "A Model for Organizational Learning: The Feedback Spiral" (Bena Kallick, James M. Wilson III); chapter 2, "Involving Stakeholders in Developing Technology" (Ben Norman); chapter 3, "Tracking Data on Student Achievement: Questions and Lessons" (Sherry P. King); chapter 4 "Linking Technology to Educational Improvements" (Jonathan P. Costa Sr., Ester Bobowick); chapter 5 "Using Technology To Promote Classroom" (Kenneth C. Holvig, Gerald Crisci); chapter 6 "Learning about Technology through Action Research" (Barbara Schain Spitz, Madge Hildebrandt Klais); chapter 7 "Teaching Computer Search Skills to Middle School Students" (Hildebrandt Klais); chapter 8 "Building Technological Expertise among Teachers" (Esther Bobowick); and chapter 9 "Creating an Information Infrastructure: Challenges for the Future" (Bena Kallick, James M. Wilson III). (EMS)

ED 446 670 HE 033 522

Birnbaum, Robert
Management Fads in Higher Education: Where They Come from, What They Do, Why They Fail. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 00
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Administrator Responsibility; *Benchmarking; *Educational Administration; *Higher Education; *Management Systems; *Program Budgeting; *Strategic Planning
IDENTIFIERS- Business Process Reengineering; *Fads; Planning Programming Budgeting System

The three-part book takes a critical look at the rise and fall of management fads in higher education since the 1960s. Part 1 introduces the fad concept and analyzes the development of seven new management systems in higher education. The chapters for Part 1 include: Chapter 1 "Seeking the Grail: The Never-Ending Quest"; chapter 2 "We're from the Government, and We're Here to Help"; chapter 3 "Survival in a Changing Environment"; and chapter 4 "Higher Education as a Commodity." Part Two addresses how fads begin and end, why some organizations are vulnerable to fads, and why some managers adopt them. The chapters in Part 2 include: chapter 5 "The Life Cycle of Academic Management Fads"; chapter 6 "Organizations and Fads"; and chapter 7 "Managers and Fads." Part Three deals with outcomes. The chapters in Part 3 include: chapter 8 "The Legacy of Fads" and chapter 9 "Managing Fads." Contains over 300 references. (EMS)

ED 446 671 HE 033 523

Bess, James L.

graduates who complete the full university college-preparatory curricula increased by 1.63%, from 34.9% in 1995 to 36.6% in 1998. This proportion increased among all racial-ethnic groups. Between 1995 and 1998 the percentage of graduates who completed Advanced Placement (AP) examinations also went up, from 12.7% to 14.1%, but large disparities persisted in AP participation by racial and ethnic group. More students took the ACT Assessment and the Scholastic Assessment Tests (SAT). The mean SAT verbal score for California high school graduates increased between 1995 and 1998 to 497, but it remains below the national mean of 505. The mathematics score also rose by 5 points, to 514, and it is now a few score points about the national mathematics mean of 512. Statewide SAT performance appears to be associated to some extent with socioeconomic status. ACT score have also risen, and the ACT composite score also appears to be associated with socioeconomic status. (SLD)

ED 446 690   HE 033 544

College-Going Rates: What Are They and What Do They Tell Us? Update.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Bound Students; College Freshmen; *Enrollment; Ethnic Groups; *High School Graduates; High Schools; *Higher Education; Racial Differences
IDENTIFIERS- *California

This document highlights California's current college-going rate, examines the trend in California's college-going rate over time, presents differences in college-going rates for students of various racial-ethnic backgrounds, and, to the extent possible, attempts to place California's college-going rate in a national context. In 1997, 54.9% of California's high school graduates enrolled as first-time freshmen in a California community college or other college. Over the past decade, the number of high school graduates in California has been steadily climbing, but the college-going rate has remained relatively constant, showing a slight decline between 1996 and 1997. There are significant differences in college-going rates for the major racial-ethnic groups. Recent public high school graduates of Asian descent have the highest public college-going rate at 67%, while recent Latino public high school graduates have the lowest public college-going rates at 42.5%. Considerable differences also exist between various regions in California in the proportion of recent high school graduates who enrolled as first-time freshmen in California's public institutions of higher education in 1997. California's college-going rate is among the highest in the nation, although a relatively small proportion of these graduates enrolled directly in baccalaureate-granting institutions. Overall, it appears that the college-going pattern in California was consistent with the policies embedded in the state's Master Plan for Higher Education. (SLD)

ED 446 691   HE 033 545

Resident Undergraduate Charges at California's Public Universities. Factsheet.
PUB DATE- 00
NOTE- 5p.

are generally designed to leave students with an understanding of and appreciation for single academic disciplines. Other findings indicate that: (1) the least likely instructional components to be found in such courses are those that take students out of the classroom; (2) senior seminars and capstone courses are most often taught and administered by single faculty members representing single academic departments; and (3) most of these courses are not part of a comprehensive assessment process. Following an introductory chapter, aggregate survey findings are displayed in Chapter 2, followed by findings and analysis on discipline- and department-based courses in Chapter 3. Interdisciplinary and other courses are addressed in Chapters 4 and 5. The final chapter offers a summary of all analyses and conclusions. Appendices include examples of each course type, the survey instrument itself, and a list of responding institutions. (Contains 25 references.) (DB)

ED 446 712 HE 033 567

Independent Study in Iowa.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Consortia; Distance Education; High Schools; Higher Education; *Independent Study; State Universities
IDENTIFIERS- *Idaho

This guide to independent study in Idaho begins with introductory information on the following aspects of independent study: the Independent Study in Idaho consortium, student eligibility, special needs, starting dates, registration, costs, textbooks and instructional materials, e-mail and faxing, refunds, choosing a course, time limits, speed grading, the honor code, credit policies, graduate credit, special programs, transcripts, and frequently asked questions. The bulk of the guide consists of a chart organized by academic department and providing descriptions of all independent study college courses. Following these descriptions is basic information on independent study for high school students and a chart describing available high school courses. Enrollment and order forms are also included. (DB)

ED 446 713 HE 033 568

Planning a Financial Aid Awareness Program.
PUB DATE- 00
NOTE- 33p.; Accompanying slides not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Bound Students; *Federal Aid; Higher Education; *Publicity; *Student Financial Aid

This booklet is intended to be used with a set of slides as part of presentations to students. Each page usually includes an illustration of the accompanying slide, the basic information to be communicated, background notes and answers to common

individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Computer Mediated Communication; *Cooperative Learning; Distance Education; *Educational Environment; Elementary Secondary Education; Instructional Effectiveness
IDENTIFIERS- *Computer Assisted Language Learning; Face to Face Communication; *Learning Environment

The purpose of this study was to compare the effects of two cooperative computer-assisted language learning (CALL) environments--face-to-face and distance cooperative CALL--on learners' spelling performance and learning attitude. Traditional classroom lecture learning and self-directed CALL environments were employed as control groups. Learning performance and learning attitude, including interpersonal relationships, learning interests, and self-esteem, were the dependent variables. Sixty-four seventh graders from a local public junior high school were randomly assigned to four treatments. A 10-day experiment was conducted with one 30-minute learning session each day. No significant group differences were found in any dimension of attitudinal measures. Significant performance differences were revealed among the different learning environments. Plausible explanations include: (1) there may exist a threshold for accumulated learning performance to be significant, and the eight-day learning task may not be long enough to achieve this threshold; (2) the amount of various active learning time may contribute to learning performance; and (3) the actual cooperative level may vary. (Contains 33 references.) (AEF)

ED 446 734 IR 020 363

Clear, A. G.
International Collaborative Learning--The Facilitation Process.
PUB DATE- 99
NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Development; *Cooperative Learning; *Distance Education; Foreign Countries; *Instructional Design; Instructional Development; International Communication; *International Cooperation; Internet; Models
IDENTIFIERS- New Zealand

International collaborative learning is becoming more viable through a variety of Internet enabled software products. Group Support Systems appear to offer promise. But it is not well understood how to facilitate the teaching and learning process in electronic environments. If education is to involve an interactive process of collaborative inquiry and dialogue between remote groups of learners, then designing meaningful learning experiences presents challenges in logistics, technology support, software design, and pedagogy. To better model the facilitation process in such environments, a theoretical framework based on an extension of Adaptive Structuration Theory is suggested. This framework is then related to experiences with custom application software development using Lotus Notes Domino(TM), internal trials and a limited scale collaborative learning exercise between students at Auckland Institute of Technology and Uppsala University. The paper concludes by providing some recommendations for the redesign of the application, suggesting revisions to the collaborative process based on the framework presented, and discussing further extensions to the trials. (Contains 21 references.) (Author/AEF)

ED 446 735 IR 020 364

Dietinger, Thomas; Maurer, Hermann; Schmaranz, Klaus
Beyond Over-Integration: GENTLE.
PUB DATE- 99
NOTE- 8p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Computer Networks; *Computer System Design; Cooperative Programs; Corporations; Online Systems; Professional Development; *Training; *World Wide Web
IDENTIFIERS- Web Based Instruction

A successful Web-based training (WBT) system must be highly adaptable to already existing training procedures and software in a special environment. In corporate environments internal communication and collaboration is usually standardized throughout the company. The success of a WBT system therefore mainly depends on the ability of the system to utilize the well known communication channels instead of defining new ones. WBT users do not want to deal with new software; companies have their standardized software packages installed on most of their computers and very often do not allow the installation of new ones. These considerations led to the design of GENTLE (GEnerated Networked Teaching and Learning Environment) as a flexible WBT platform rather than a fully integrated software package. This paper demonstrates the concept and features of GENTLE and describes the modules that make up the GENTLE system. Also outlined are the three steps to performing an online discussion using the high-level online collaboration tools of GENTLE. (AEF)

ED 446 736 IR 020 365

Goldman-Segall, Ricki; Beers, Maggie; de Castell, Suzanne; Bryson, Mary; Reilly, Brian
How the Construction & Analysis of Digital Movies Support Theory-Building.
PUB DATE- 99
NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational

Carolina has created a new role for the Academic Director of its Foreign Language Learning Center. The director oversees a Faculty Development Center for faculty interested in incorporating technology into their curricula. The center provides an area where interested faculty can develop courseware, design and maintain World Wide Web pages, work with audio and video, and experiment with instructional technology (IT) in a non-threatening environment. In addition, the center offers a series of IT workshops geared specifically toward foreign-language faculty. This article outlines the nature of the center's faculty development efforts. A copy of the workshop evaluation questionnaire is included. (Author/MES)

ED 446 755 IR 020 389

Shelton, Allison E.
Catering to Students Taking an Online Course for the First Time.
PUB DATE- 00
NOTE- 8p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Technology; Higher Education; *Instructional Design; Interaction; Models; World Wide Web
IDENTIFIERS- *Online Courses; University of Tennessee Knoxville

Students come into online courses with different technological competencies, learning styles, communication skills, motivations, and attitudes. Four types of interactions can be identified in distance education--learner-content, learner-instructor, learner-learner, and learner-interface. There are ten techniques instructors can implement to help students taking an online course for the first time become successful online learners. These techniques include: (1) identify students' computer performance levels before enrollment, continue to upgrade the computer prerequisites, and enforce the prerequisite policy; (2) continue to assess students' skills and attitudes; (3) vary instructional components; (4) provide technical support; (5) create a departmental gateway World Wide Web site to expand technical support provided to students; (6) hold first class meetings on campus to enable students to meet with instructors and other students at least one time in person; (7) recruit graduate assistants' help; (8) offer course content in multiple formats; (9) rely on the flexibility of multiple communication avenues; and (10) make phone calls and mail preliminary handouts. (Contains 10 references.) (MES)

ED 446 756 IR 020 390

Luce, Eric F.; Malone, Susan C.; Mann, Edward C.
Preparing Mississippi's Future Teachers To Use Technology.
PUB DATE- 00
NOTE- 9p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Taylor-Furbee, Sondra, Comp.; Kellenberger, Betsy, Comp.
Florida Library Directory with Statistics, 2000.
PUB DATE- 00
NOTE- 268p.; For the 1999 directory, see ED 437 953.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; Institutional Libraries; Library Associations; *Library Statistics; *Public Libraries; School Libraries; Special Libraries
IDENTIFIERS- Florida

This document contains directory and statistical information about libraries in Florida organized in the following sections: (1) "Florida Division of Library and Information Services (DLIS) Library Organizations, Councils, and Associations," including the State Library Council, Library Services & Technology Act Advisory Council, Florida Library Literacy Advisory Council, Florida Library Network Council, DLIS staff directory, DLIS statistics, Florida Library Information Network, library associations, graduate library schools, networks and multitype library cooperatives, and Florida State documents depositories; (2) "Directory of Libraries," including public libraries, academic libraries, special libraries, institutional libraries, and school library media supervisors; (3) "Public Library Data," including a narrative statistical summary and selected historical data; (4) "Public Library Data Table," including access to library service (outlets, square feet, Sunday hours), library staff, librarian salaries, income, expenses, expenses by category, collection, circulation and borrowers, visits/reference/interlibrary loan, programs, and electronic access; (5) "Personnel Index"; and (6) "County Index." (MES)

ED 446 778 IR 057 923

Luther, Judy
White Paper on Electronic Journal Usage Statistics.
PUB DATE- 00
NOTE- 33p.; Orders must be placed online.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Electronic Journals; Guidelines; Information Utilization; Interviews; Librarians; Library Materials; Library Statistics; *Publishing Industry; *Statistical Analysis; Statistical Data; Use Studies

This paper provides a snapshot of developments in the electronic journal industry. The first section identifies issues affecting librarians and publishers, including: (1) issues of common concern to both publishers and librarians, e.g., lack of comparable data, lack of context, incomplete usage data, marketing, content provided, interface affecting usage, economic model, and user privacy; (2) library issues, e.g., budget justification and impact on selection; and (3) a publisher issue, internal applications. Quantitative measures are discussed in the second section, including what data elements should be collected and data reliability. The third section suggests a meeting at which publishers who have already implemented statistical functionality can share what they have learned, including producing useful data and interpreting the

PUB DATE- 00
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Needs; *Educational Technology; *Teacher Response; Teacher Surveys; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Summarizes the results of the recent statewide ONE Instructional Technology Survey of full- and part-time faculty at California Community Colleges and highlights policy implications based on the data collected. The ONE project is funded by the Chancellor's office to enhance instruction and services through expanded uses of technology. Results suggest that faculty continue to have positive attitudes regarding the potential for technology to improve instruction and that they are interested in learning how to use technology to reach instructional goals that benefit students. Faculty use of technology is increasing in a number of areas, especially in the use of the Internet and email. Skills are improving, but data still indicate a need for ongoing training in uses of technology that reflect best practice. Almost half of the responding faculty reported that their departments do not have an adequate budget to purchase needed software. The changing workload of faculty, new roles necessary to support technology mediated instruction, and sufficient infrastructure must be addressed before the California Community Colleges and their students will reap the benefits of technological advances. The survey results point to local training as being most desirable and effective. Strategies to reach and support part-time faculty must be a priority. There must be comprehensive, ongoing funding for technology in the colleges. Appendices include the survey instrument used in this study. (VWC)

ED 446 799 JC 000 738

Rajasekhara, Koosappa; Hirsch, Terry
Retention and Its Impact on Institutional Effectiveness at a Large Urban Community College.
PUB DATE- 00
NOTE- 10p.; Presented at 40th Association for Institutional Research (AIR) Annual Forum (Cincinnati, Ohio, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Educational Strategies; *School Effectiveness; *School Holding Power; *Trend Analysis; Two Year Colleges
IDENTIFIERS- *Community College of Baltimore MD

This paper examines two types of retention, semester and annual, and how they vary by student status, gender, race, program, degree sought, and age. The Noel-Levitz Student Satisfaction Inventory, together with the faculty and student focus groups, provided valuable data to draw up strategies to improve retention and thus contribute to overall institutional effectiveness. The main source for the data is from The Community College of Baltimore County (MD). Three-year data (fall-to-fall and fall-to spring) were used for the trend analysis. The retention rate of students from fall-to-spring (semester) was generally higher than from fall-to-fall (annual). The semester retention rate for full-time students

Three interventions were selected: incorporation of multiple intelligence strategies, implementation of cooperative learning, and use of authentic assessment. A post-intervention student survey and checklist indicated that student motivation was improved by the intervention. (Eleven appendices include parent letter, student surveys, and lesson materials. Contains 27 references.) (Author/EV)

ED 446 820 PS 028 887

Kurecka, Paul; Claus, Richard N.
A Study of a Reduced Class Size Program, Grades 1 & 2, 1999/2000. Evaluation Report.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Class Size; Classroom Environment; Educational Research; Grade 1; Grade 2; Primary Education; *Program Effectiveness; Program Evaluation; *Small Classes; Student Improvement; Teacher Student Ratio
IDENTIFIERS- Saginaw City School system MI

During 1999/2000, the Saginaw, Michigan public schools implemented a reduced class size program in grades 1 and 2. At grade 1 (23 rooms), reduced-size classes were maintained at no more than 18 pupils; at grade 2 (5 rooms), the limit was 21 pupils. Comparison classes were identified to assess the impact of the program. Students in both conditions were included in analyses of reading and math achievement and rates of special education placement, attendance, and promotion. At grade 1, no significant differences between the groups were found at the beginning or end of the year in reading or math. Similarly, no differences were found in any of the above-mentioned rates. At grade 2, students in reduced-size classes evidenced greater performance in reading (text leveling) at the end of the year; however, no pre-test was conducted on text leveling. In mathematics, the reduced-size class condition demonstrated higher performance at the end of the year. As with grade 1, there were no significant differences on other measures. (Concludes with recommendations to improve the assessment process. Appendices contain test results.) (EV)

ED 446 821 PS 028 901

Prekindergarten Curriculum: A Parent's Guide.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Guides; Language Arts; Mathematics; *Parent Materials; *Preschool Curriculum; Preschool Education; School Activities; Sciences; Social Studies
IDENTIFIERS- *Dependents Schools

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's prekindergarten curriculum in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards include orientation prior to meetings, number of parents, and the decision-making process used; and (3) climate, including feeling intimidated, not knowing others, not feeling useful, and the vocabulary used. Citizens thought that parents were qualified to be included in the decision-making process for how to allocate money in the early childhood program budget, but did not believe that parents currently have much influence. Local board members agreed that parent involvement is important, but pointed out that recruiting and retaining parents to regularly attend board meetings was difficult because of the many barriers to participation and because of difficulty in defining the parents' role. Three partnerships identified by executive directors as successfully involving parents in boards provided information on how to involve parents more effectively. (KB)

ED 446 840 PS 028 961

Birth to 3. Annual Report (October 1, 1997-September 30, 1998).
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; *Early Intervention; Family Programs; Infants; Program Descriptions; Program Evaluation; *Self Evaluation (Groups)
IDENTIFIERS- Family Support; Wisconsin

The Wisconsin Birth to 3 Program is a comprehensive, statewide system of community-based, family-centered services for young children and their families. This annual report of the Governor's Birth to 3 Interagency Coordinating Council details activities of the Wisconsin Birth to 3 Program for the period October 1, 1997 through September 30, 1998 and presents program evaluation information at the state and local level. Section 1 of the report presents the guiding principles directing planning and program decisions of the state's early intervention system and briefly describes the system and its organization. Section 2 presents highlights of the Birth to 3 Program activities, including the Self-Study Report in preparation for a monitoring visit from the U.S. Department of Education, local program reviews, Wisconsin's Birth to 3 Mediation System, child count data, and personnel development and training. Section 3 of the report focuses on the activities of Wisconsin's Interagency Coordinating Council, including strategic planning, the council structure, new council members, and community forums. (KB)

ED 446 841 PS 028 963

Cohen, Cafi
Happily Homeschooling Teens: Moving into the World.
PUB DATE- 00
NOTE- 20p.; For related documents, see PS 028 964-968.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; Career Education; Extracurricular Activities; Home Programs; *Home Schooling; *Nontraditional Education; *Parent Student Relationship; *Parents as Teachers;

Friends"; and (4) "Arthur's Neighborhood. Each section provides a range of activities that will support, develop, and improve early literacy skills, including the following: (1) reading comprehension; (2) reading fluency; (3) word study; and (4) writing. Each activity includes information on needed materials, teacher preparation and directions, reading tips, suggested "Arthur" books and programs, and other suggested book titles. The "Arthur's Art" section contains artwork for use in the activities. "Arthur" episode descriptions and "Arthur" resources complete the guide. (KB)

ED 446 861   PS 028 995

Polshek, Jenny; Hirsch, Peter
Arthur's Library Adventure: An Activity Guide for Librarians.
SPONS. AGENCY- Department of Education, Washington, DC.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 99
NOTE- 37p.; For related documents, see PS 028 991-998. Illustrated by Marc Brown.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Television; Early Childhood Education; Extracurricular Activities; *Learning Activities; *Libraries; *Library Instruction; Primary Education; *Young Children
IDENTIFIERS- *Arthur (Television Series); Public Broadcasting

This book is a programming resource guide that uses the appeal and popularity of the "Arthur" Public Broadcasting System program characters Arthur, his sister D.W., and their family and friends to encourage children to come to the library, learn about its resources, discover new books and authors, and feel comfortable using all the library has to offer. Using the "Arthur" stories as a springboard, this guide offers a wide range of inexpensive and easy-to-plan library programs for children in preschool through fourth grade, including Arthur-related events, clubs, story times, and contests. Also included in the guide are reproducible materials such as a tip sheet for parents, booklists, a coloring sheet, stationery, an award certificate, and an Arthur mask. (KB)

ED 446 862   PS 028 996

Schottman, Elly
Play and Learn with Arthur: 100 Creative Activities for Children Ages 3 to 6. Volume 1, Program Numbers 101-130 & 201-220.
SPONS. AGENCY- Department of Education, Washington, DC.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 97
NOTE- 69p.; For related documents, see PS 028 990-998. Illustrated by Marc Brown.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Television; Class Activities; Early Childhood Education; Educational Games; *Emergent Literacy; Group Discussion; *Learning Activities; Story Telling; Word Recognition; *Young Children

Australia, November 29-December 4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Collegiality; Elementary Secondary Education; Faculty Mobility; Foreign Countries; *Geographic Isolation; Identification (Psychology); *Professional Isolation; Quality of Working Life; *Rural Areas; Rural Schools; Self Concept; Teacher Alienation; *Teacher Attitudes; Teacher Persistence
IDENTIFIERS- *Australia (Queensland); *Teacher Isolation

It is not uncommon for beginning teachers in Queensland (Australia) to be assigned their first teaching placement in a rural area. Many of these teachers stay there for the minimum time that they must, then seek to relocate to a coastal city. The literature and interviews with beginning rural teachers suggest that those who view the experience positively have their roots in the community, or a similar one, and those with negative views experience a multifaceted sense of isolation--physical, interpersonal, cultural, intellectual, and personal. These considerations are bound together in notions of identity and community. Identity is a social phenomenon bound up in the people and community with whom a person feels comfortable; but it also tends to be associated with the physical place occupied by the community. Applying this to beginning teachers, several aspects of identity emerge: personal and social identity, focusing particularly upon the immediate family group and the place where one grew up; professional identity, focusing on the preservice community, university, and current school placement; and desired future social and professional identity. If the teaching situation provides a mismatch with an aspect of the teacher's identity, then a sense of isolation is felt. Although isolation may be real in a geographic sense, identity mismatch amplifies perceived isolation and the urge to move to a place that more closely matches the teacher's identity. (TD)

ED 446 881 RC 022 439

Grenfell, Mike
Border-Crossing: Cultural Hybridity and the Rural and Small Schools Practicum.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Adelaide, November 29-December 3, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biculturalism; College School Cooperation; *Cross Cultural Training; Culture Conflict; Elementary Education; Foreign Countries; Higher Education; Indigenous Populations; *Practicums; *Preservice Teacher Education; Preservice Teachers; Rural Schools; *Student Teacher Attitudes; World Views
IDENTIFIERS- *Aboriginal Australians; Aboriginal Schools (Australia); Australia (Northern Territory)

This paper describes the experiences of non-Indigenous preservice teachers during a 5-week rural cross-cultural practicum in Northern Territory (Australia) Aboriginal schools. The staff at the Education Resource Centre that serves and provides visiting teachers to Yirrkala Homeland Schools expressed a desire to become more fully involved in the preparation of non-Indigenous

DESCRIPTORS- *Chemical Engineering; *Computer Software; Computer Uses in Education; Educational Technology; Engineering Education; Foreign Countries; Higher Education; Undergraduate Study
IDENTIFIERS- Brazil

In all the Brazilian Universities involved with the project "Prodenge-Reenge", the main objective is to improve teaching and learning procedures for the engineering disciplines. The Chemical Engineering College of Campinas State University focused its effort on the use of engineering softwares. The work developed by this project has allowed all Chemical Engineering undergraduates to deal with commercial softwares which make engineering calculations and estimates easier. The following works aids Chemical Engineering Process Simulation and Control improvement through the use of the commercial software MATLAB. The main concern is to develop some useful case studies which are able to bring out the important characteristics for the control structure design and implementation. Beyond the process simulation and control application, the user has the main concepts related to control theory readily available in an interactive fashion. The present work has been divided in two parts. The first one consists of Process Control fundamental theory so that an undergraduate can either review or have a first contact with the subject. The second part of the work is an ideal binary distillation column study where some important aspects of the control theory have been implemented. (Author)

ED 446 899 SE 063 527

Vermaas, Luiz Lenarth G.; Crepaldi, Paulo Cesar; Fowler, Fabio Roberto
Teaching, Learning and Evaluation Techniques in the Engineering Courses.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the International Conference on Engineering and Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Engineering Education; *Evaluation; Higher Education; *Learning Strategies; Models; *Teaching Methods

This article presents some techniques of professional formation from the Petra Model that can be applied in Engineering Programs. It shows its philosophy, teaching methods for listening, making abstracts, studying, researching, team working and problem solving. Some questions regarding planning and evaluation, based in the model are, as well, discussed. Finally is shown a proposal of application of the model with basis of the Escola Federal de Engenharia de Itajuba's (EFEI) experience. (Author)

ED 446 900 SE 063 632

Westbrook, Susan L.; Wheatley, Jack; Rogers, Laura N.
University-High School Partnerships for Science Education: Multiple Perspectives.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

personal and staff development inherent in the collaborative, reflective nature of the process as they created and experienced it. (Contains 11 references.) (Author)

ED 446 924 SE 063 929

Korpan, Connie; Bisanz, Gay L.; Bisanz, Jeffrey; Snyder, Janice J.
Reading News Briefs about Science: How Education Is Related to the Questions People Ask.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Higher Education; *Mass Media Role; Science Education; *Scientific Literacy; *Scientific Research

Media reports are an important source of new scientific knowledge, and this information can affect the decision making process. This study explores how formal educational settings prepare students to evaluate informal scientific information. Participants in this study came from different science backgrounds, including adults who did not study post secondary studies and university students from different majors. The differences among the participants were investigated. (YDS)

ED 446 925 SE 063 945

Jones, Dorothy A.; Eichinger, David C.
Conceptual Change in the Undergraduate Biology Teaching Laboratory: A "Type Specimen" Case Study.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Conflict Resolution; Epistemology; *Experiential Learning; Hands on Science; Higher Education; Inquiry; *Misconceptions; *Science Laboratories; Scientific Principles; Skill Development; Undergraduate Study
IDENTIFIERS- Conceptual Change

This paper introduces the biology laboratory as a learning project. Biology laboratories provide unique learning opportunities to students as traditional achievement outcome measures, and play an important role in the development of process skills, manual skills, and attitudes. However, there is insufficient data on undergraduate students majoring in biology. The biology laboratory learning project aims to provide detailed data on undergraduate biology students, their interactions with peers and teaching assistants, and their learning. (Contains 39 references.) (YDS)

ED 446 926 SE 063 947

Flick, Lawrence B.
Integrating Elements of Inquiry into the Flow of Middle Level Teaching.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National

Standards for Life Science: Structure & Function in Living Systems, Reproduction & Heredity, Regulation & Behavior, Populations & Ecosystems and Diversity & Adaptations of Organisms. A teacher's guide is included. (ASK)

ED 446 949   SE 064 102

Plants & People: A Beneficial Relationship. Plant Life in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 099-104. Videotape designed for grades 5-8.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Agriculture; Hands on Science; Junior High Schools; Middle Schools; Plant Growth; *Plants (Botany); Science Activities; Science and Society; Science Education; Science Experiments

In Plants & People: A Beneficial Relationship, viewers will develop an appreciation for plant life by learning how plants provide us with the oxygen, food, shelter, clothing and medicine that we need to survive. Discover how the science of agriculture has benefited humanity for thousands of years. Examine the complex relationships that have developed between important plants and the cultures that depend on them by looking at the history of the potato and by traveling to the rainforest to gather information about plants and how they are used. Explore the negative impact of human activities on plant growth, and learn how scientists and farmers are working to sustain a healthy planet by preserving plant diversity. An informative, hands-on investigation into the effects of pollution on plant life is also included. This program is based on the concepts outlined in the National Science Education Standards for Life Science: Structure & Function in Living Systems, Reproduction & Heredity, Regulation & Behavior, Populations & Ecosystems and Diversity & Adaptations of Organisms. A teacher's guide is included. (ASK)

ED 446 950   SE 064 103

Plant Reproduction. Plant Life in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 099-104. Videotape designed for grades 5-8.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Hands on Science; Intermediate Grades; Junior High Schools; *Plants (Botany); *Reproduction (Biology); Science Activities; Science Education; Science Experiments; Videotape Recordings
IDENTIFIERS- Algae; Flowers; Fruits; *Seeds

Plants are vital to all other life on this planet - without them, there would be no food, shelter or oxygen. Luckily, over millions of years plants have developed many different features in order to survive and reproduce. In Plant Reproduction, students will discover that primitive mosses and algae are dependent upon water for their reproduction. Students will

Evaluate the results with the use of external referees, some of them from companies active in the market. In the work, the details of the experiment will be discussed. Some generalizations will be suggested. A final evaluation is presented, including comments from students who took the courses. (Author)

ED 446 972 SE 064 222

Why and How You Should Learn Math and Science. Hearing before the Committee on Science, House of Representatives, One Hundred Sixth Congress, First Session.
PUB DATE- 99
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Federal Government; *Federal Legislation; Hearings; *Mathematics Education; *Relevance (Education); *Science Education
IDENTIFIERS- Congress 106th

This document presents the hearing before the Committee on Science in the House of Representatives on why and how math and science should be learned. It includes oral opening statements by various House representatives. Appendix 1 presents written opening statements from members of the subcommittee on basic research. Appendix 2 features written testimony, biographies, financial disclosures, and answers to post-hearing questions. Materials for the record are listed in the third appendix and include "Preparing Our Children: Math and Science Education in the National Interest" and "Winning the Skills Race: A Council on Competitiveness Report on Mathematics and Science Education". (ASK)

ED 446 973 SE 064 223

National Science Education Enhancement Act. H.R. 4272. House of Representatives, 106th Congress, 2nd Session.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; Engineering Education; Faculty Development; Institutes (Training Programs); Science Education; Summer Programs; Technology Education
IDENTIFIERS- *Eisenhower National Clearinghouse; National Science Foundation

This bill was presented before the Congress of the United States of America to amend the Elementary and Secondary Education Act of 1965. One section in the amendment focuses on improving basic programs operated by local educational agencies, and covers the activities and applications of the Eisenhower National Clearinghouse (ENC). This document also reports on decisions regarding the summer professional development institutions and requirements of the National Science Foundation (NSF). (YDS)

ED 446 974 SE 064 224

Solomon, Pearl Gold
The Math We Need To "Know" and "Do": Content Standards for

Bernero, Jacqueline
Motivating Students in Math Using Cooperative Learning.
PUB DATE- 00
NOTE- 27p.; Master of Arts Action Research Project, Saint Xavier
  University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Cooperative Learning; Elementary Education;
  *Mathematics Anxiety; *Mathematics Instruction; Motivation
  Techniques; *Student Motivation; Teaching Methods

In many elementary classrooms, math tends to be individualized work with repetitive paper-and-pencil assignments. This research project attempted to generate more interest in math, reduce math anxiety, and make math more enjoyable for students. Through the use of cooperative learning, students practiced and developed social skills needed to successfully accomplish given tasks and projects. Cooperative learning encourages group interaction with assigned roles, with each member sharing responsibility for the group and the work produced. A second grade class of twenty-five Black and Hispanic students worked in a cooperative learning environment for math. Each group completed reflections on how they worked together as a team and what they could do to improve. Groups took part in evaluating their work both collectively and individually. Results indicated that the use of cooperative learning did generate more interest in math and made it more enjoyable for both students and teacher. Students improved academically, socially, and in self-esteem. Having assigned roles caused students to have a sense of responsibility toward the team and the completed work. Plus-Minus-Interesting (PMI) reflections proved to be very helpful and insightful for the teacher and brought ownership to the students. Noise level and monitoring conversation topics proved to be challenges when using cooperative learning. These improved when each team was assigned a "monitor" job to one of its members. This classroom will continue to make cooperative learning an important part of its teaching and learning. (Author)

ED 447 000   SE 064 305

Ediger, Marlow
Assessing Scope and Sequence in Mathematics.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Secondary
  Education; *Inservice Teacher Education; *Mathematics
  Instruction; Standards; Teaching Methods
IDENTIFIERS- *Scope and Sequence

Scope and sequence in the mathematics curriculum need to be assessed regularly. Scope indicates what should be taught and becomes crucial in making curricular decisions. The first part of this paper answers how broad the scope should be in teaching mathematics. The standards to take into consideration when broadening the scope of the mathematics curriculum are listed. Techniques of the assessment may be used to appraise the quality of scope in mathematics for students and are presented for discussion. The second part of the paper focuses on the sequence of the mathematics curriculum. Methods of teaching to teaching about genocide and human rights. The guide stresses the importance of students acquiring knowledge about genocide and human rights issues to deepen their understanding of both past and current events. It emphasizes relevant material from the Massachusetts Curriculum Frameworks for History and Social Science and English Language Arts, as well as key documents that support the protection and preservation of human rights. The guide offers recommendations for locating, selecting, and teaching curriculum materials. Following an introduction, the guide is divided into these sections: "Background: The Education Reform Act of 1993"; "Teaching about Genocide and Human Rights Issues: Guiding Principle"; "Scope, Sequence, and Developmental Considerations"; "Academic Content: The Massachusetts History and Social Science Framework"; "United States History"; "Selections from Core Knowledge"; "World History"; "Selections from Core Knowledge"; "Strands and Learning Strands"; "Reasoning, Reflection, Research, and Content in History and Social Science"; "Connections to English Language Arts"; "Choosing Instructional Materials and Programs on Genocide and Human Rights Issues"; "The Internet as a Tool for Researching Genocide and Human Rights Issues"; and "Resources for Teaching about Genocide and Human Rights Issues". Appendixes contain three key documents. (BT)

ED 447 022   SO 032 239

Goldsmith, Susan Secor
Massachusetts History and Social Science Guide for Pre-Kindergarten to Grade 4. A Model Scope and Sequence and Sample Resources.
PUB DATE- 00
NOTE- 72p.; For Massachusetts History and Social Science Curriculum Framework, see SO 030 597.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; Elementary Education; *History; Models; Preschool Education; *Public Schools; Reading Aloud to Others; *Reading Material Selection; *Social Sciences; *Social Studies
IDENTIFIERS- *Massachusetts; *Scope and Sequence

This model responds to the need of many Massachusetts schools and teachers for specific guides to the required scope of core knowledge, to curriculum design, and to teaching resources. Each unit of study in the model is accompanied by a group of sample readings from children's literature, largely nonfiction selections. The model is not prescriptive, but intended solely to assist curriculum committees and teachers who want assistance in planning and carrying out engaging units of study. The model is divided into the following sections: "Introduction"; "The Scope of Introductory History Study"; "Model Scope and Sequence Overviews" ("Pre-Kindergarten and Kindergarten"; "Grade 1"; "Grade 2"; "Grade 3"; "Grade 4"); "Suggested Selections for Reading Aloud" ("Pre-Kindergarten, Building a Foundation for Later Study"; "Kindergarten, Living, Learning, and Working, Now and Long Ago, Near and Far"; "Grade 1, Introduction to History Study" ("Version 1, Literary Empahsis"; "Version 2, Existing Local History and/or Community Studies Unit"; "Version 3, History Emphasis Integrating Grade 1

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cross Cultural Studies; *Cultural Context; Foreign Countries; Modern History; *Student Organizations; United States History; *Youth Clubs; *Youth Programs
IDENTIFIERS- Cold War; *Heroes; Soviet History; USSR; *Value Orientations

This study explores the value-oriented behaviors associated with membership in prominent youth organizations in the Soviet Union and the United States of America during the Cold War. The archetypal heroic ideals and values of the Soviet Octoberists and Pioneers and the U.S. Boy Scout and Girl Scout organizations were examined. Key political, religious, and psychological differences were found in the Soviet and U.S. youth organizations. Somewhat surprising were the many similarities that were also found. Suggestions are offered for building individual and group identities in Russia and the United States today based upon the conscious choice of values and ideals relevant for living in the Post-Cold War era. (Contains 3 tables and 14 references.) (Author/BT)

ED 447 044 SO 032 278

Sharma, Martha B.; Elbow, Gary S.
Using Internet Primary Sources To Teach Critical Thinking Skills in Geography. Greenwood Professional Guides in School Librarianship.
PUB DATE- 00
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Thinking; *Geography; *Geography Instruction; *Internet; *Primary Sources; Research Tools; Secondary Education
IDENTIFIERS- National Geography Standards; *Web Sites

Intended for geography teachers and school library media specialists, this book is a resource for providing classroom lessons and activities in critical thinking for geography students in grades 7-12. The book is filled with over 75 primary source Internet sites covering such topics as Places and Regions, Physical Systems, Human Systems, Environment and Society, and the Uses of Geography. Each web site is accompanied by a summary of its contents and usefulness to geography teachers and school library media specialists. The questions and activities that follow are designed to develop critical thinking skills for both oral and written presentations. An appendix of additional geography resources includes Internet addresses for approximately 25 sites relating to maps, primary sources, and critical thinking. (BT)

ED 447 045 SO 032 279

Holliday, Dwight C.
The Development of Jigsaw IV in a Secondary Social Studies Classroom.
PUB DATE- 00

Education for Civic Engagement in Democracy: Service Learning and Other Promising Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Corporation for National Service, Washington, DC.
PUB DATE- 00
NOTE- 181p.; Publication cosponsored by the Task Force on Civic Education of the American Political Science Association (APSA).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; *Democracy; Elementary Secondary Education; *Political Issues; *Service Learning; Social Science Research; Social Studies; *Youth

This collection of essays and references addresses the problem of the disengagement in public affairs and politics by U.S. youth and young adults. The collection brings together evidence of youth disengagement and reports on promising practices for civic education. Several chapters are devoted to research findings on the impact of service and service learning and to programs that connect service to politics and public life. Other chapters explore methods to counter cynicism and lack of information or misinformation about political processes and public officials. Essays in the collection are: (1) "Introduction to Education for Civic Engagement in Democracy" (John J. Patrick); (2) "Political Apathy and Avoidance of News Media among Generations X and Y: America's Continuing Problem" (Stephen Earl Bennett); (3) "Service Learning and Civic Education" (Richard M. Battistoni); (4) "Service Learning and Civic Education in the Schools: What Does Recent Research Tell Us?" (Mary A. Hepburn); (5) "Civic Education as a Craft, Not a Program" (Harry C. Boyte); (6) "Effects of Public Deliberation on High School Students: Bridging the Disconnection between Young People and Public Life" (Iara Peng); (7) "Education for Citizenship: Promising Effects of the 'Kids Voting USA' Curriculum" (Steven Chaffee); (8) "We the People . . . Project Citizen" (Herbert M. Atherton); (9) "Improving Civic Education: The Dirksen Congressional Center" (Frank H. Mackaman; Andrea Schade); (10) "The Public Service Academy" (John G. Stone III); (11) "Why Should the Young Desire a Career in Government or Consider Running for Office?" (Susan A. MacManus); and (12) "Building Trust in Representative Democracy" (Jan Goehring; Karl Kurtz; Alan Rosenthal). Appendixes contain resource guides, the American Political Science Association's articulation statement, and a declaration of the National Alliance for Civic Education. (BT)

ED 447 066   SO 032 373

Mukai, Gary
Teaching about Japanese-American Internment. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Portions of this ERIC Digest were summarized from the curriculum module "Civil Rights and the Japanese-American Internment," Stanford Program on International and Cross Cultural Education, Stanford University, 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

professional development fund guidance. (SM)

ED 447 084 SP 039 559

Kassem, Cherrie L.
Theory into Practice: Best Practices for a School-Wide Approach to Critical Thinking Instruction.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; Educational Environment; High Schools; Interdisciplinary Approach; Secondary School Teachers; Student Evaluation; Teacher Collaboration; *Thinking Skills
IDENTIFIERS- Georgia; Reflective Thinking

Educators at one Georgia high school identified improved student proficiency in critical thinking as a major school goal. In order to infuse thinking skills instruction across the curriculum, a nine-member interdisciplinary team of teachers worked with a learning consultant for 1 year. Collaboration resulted in the development of a new model for systemic infusion of critical thinking skills, the CRTA model. The CRTA acronym derives from four recursive, interdependent steps that are designed to enhance students' thinking skills: Create the right climate (create a nonthreatening environment, model a positive attitude, and commit time and resources); Reflect on thinking/Revise instructional objectives (test beliefs about thinking, define critical thinking, and revise instructional objectives); Teach thinking skills/dispositions explicitly (examine assumptions about thinking skills, find the time to teach thinking skills, teach thinking skills explicitly, and teach thinking dispositions); and Assess critical thinking for real-life use (specify what is to be assessed, use comprehensive methods of assessment, provide frequent assessments with feedback, and use assessment results to improve learning). (Contains 30 references.) (SM)

ED 447 085 SP 039 560

Tileston, Donna Walker
10 Best Teaching Practices: How Brain Research, Learning Styles, and Standards Define Teaching Competencies.
PUB DATE- 00
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Brain; *Cognitive Style; Computer Uses in Education; Cooperative Learning; Diversity (Student); Educational Environment; Educational Technology; Elementary Secondary Education; Long Term Memory; Prior Learning; Relevance (Education); Student Evaluation; Teaching Methods
IDENTIFIERS- Authentic Assessment; Brain Based Learning

This book presents 10 practices that are essential to making education meaningful and rich for all students, examining brain research and how it can be applied to the classroom. It incorporates information about learning styles and standards into a classroom instructional model for teachers. The 11 chapters are as follows: (1) "Creating an Enriched and suggest that preservice teachers' efficacy prior to student teaching is a reasonable predictor of efficacy after student teaching ends. The survey is appended. (Contains 10 references.) (SM)

ED 447 104   SP 039 582

Stansbury, Kendyll; Zimmerman, Joy
Lifelines to the Classroom: Designing Support for Beginning Teachers. Knowledge Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Collegiality; Elementary Secondary Education; Mentors; School Role; Teacher Collaboration; Teacher Evaluation; Teaching Conditions

This paper examines the development of beginning teacher support programs, noting that the attrition rate for beginning teachers is extremely high. Support programs can help schools and districts improve teacher retention rates by enhancing new teacher satisfaction. Support for beginning teachers can include personal and emotional support; task- or problem-focused support; and critical reflection on teaching experience. Low-intensity support strategies include providing orientation for new teachers, matching beginning and veteran teachers, adjusting working conditions, and promoting collegial collaboration. High-intensity support strategies include selecting and training effective support providers, providing release time, using mini-courses to address common challenges, and examining the evidence. Additional strategies from abroad include networking new teachers and using group observation and advice. Institutional policies and practices that strengthen beginning teacher support efforts include early identification of beginning teachers by the personnel office, realistic expectations for beginners, cooperative agreements with unions, coordination of efforts, and release time. Inevitable challenges for support programs include choosing and preparing support providers, providing time for support activities, managing the relationship between beginning teacher support and beginning teacher evaluation, and getting resources to struggling teachers. (SM)

ED 447 105   SP 039 583

Zimmerman, Joy
When the Journey Is Its Own Reward: Supporting National Board Candidates. Knowledge Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; National Competency Tests; *National Standards; *National Teacher Certification; Teacher Competencies; Teacher

Carey, Debra Claymore, Kim Oanh Cook, Ho'Oipo DeCambra, Raymond Oddexter, Ford Kuramotos, Cirilo L. Madrid, Mari Ono, Cheryl Reese, Gloria Rodriguez, Suzi Rodriguez, Pamela J. Thurman, and Tamara Walston-Wade.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Alaska Natives; American Indians; Asian Americans; Blacks; Counseling; Crime; *Cultural Awareness; Cultural Differences; *Cultural Relevance; Epidemiology; Health Maintenance Organizations; Help Seeking; Hispanic Americans; Homosexuality; Migration Patterns; Pacific Islanders; Rural Areas; *Substance Abuse; Violence
IDENTIFIERS- African Americans; Barriers to Participation; Cultural Competence

This monograph provides a tool to help providers and other substance abuse treatment professionals gain a greater understanding of the cultural, social, political, and economic forces affecting substance abuse treatment among Hispanic Americans, African Americans, Asian Americans/Pacific Islanders, and American Indians/Alaska Natives. An introduction discusses: the health and social consequences of substance abuse (HIV/AIDS and other infectious diseases, violence, and crime); culture, help-seeking behavior, and access to care issues (barriers to treatment, homosexuality, and rural areas); engagement and retention issues; cultural competence; universal cultural themes in the development of culturally competent treatment programs (family structure, cultural healing, and spiritual beliefs); and managed care and culturally competent substance abuse treatment. The next four sections focus on the four cultural groups, looking at: population composition and sociodemographic profile; migration experience; substance abuse epidemiological data; health and social consequences of substance abuse; culture, help-seeking behavior, and access to care issues; practices to meet treatment needs; conclusions and recommendations; information resources and references. (SM)

ED 447 126 SP 039 609

Compendium of HIV Prevention Interventions with Evidence of Effectiveness. From CDC's HIV/AIDS Prevention Research Synthesis Project.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Adults; Behavior Change; Drug Abuse; *Health Behavior; *Health Education; *Health Promotion; Homosexuality; Research
IDENTIFIERS- *Risk Reduction; Risk Taking Behavior

This publication was developed in response to requests by prevention service providers and planners, for science-based interventions that work in HIV/AIDS prevention. All interventions came from behavioral or social studies that had both intervention and control/comparison groups and positive results for behavioral or health outcomes. The document summarizes each intervention that met all criteria. All interventions have been highly effective with a variety of populations (clinic patients, heterosexual men and women, high-risk youth, incarcerated populations, injection drug users, and men who have had sex with men). They have been delivered to

Development Testing Service discuss developments of interest to users of the Tests of General Educational Development (GED) in the United States and Canada. The feature article of each issue is: (1) "Survey of Testing Centers Reveals Trends in Access to Technology"; (2) "Washington State Correctional Facility Conducts Graduation Ceremony, Offers College Guidance" (William Lisk); (3) "Successful Graduates Say Determination and GED Diploma Opened Future Possibilities" (George E. Aalto); (4) "New Orleans Fire Chief Honored at GEDTS 1999 Summer Conference"; and (5) "2002-series GED Tests: What's New?" (issue number 6). Most of the issues contain a message from the GED Program Director, and all contain a "News and Notes" section that describes interesting events connected with GED use. Three issues contain a graduate profile, four contain "Teaching Tips," and most issues contain some brief program descriptions of interest to GED users and examiners. (SLD)

ED 447 146 TM 031 685

Gerald, Debra E.; Hussar, William J.
Projections of Education Statistics to 2010.
PUB DATE- 00
NOTE- 192p.; For projections to 2009, see ED 434 165 respectively.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; College Graduates; *Educational Trends; Elementary Secondary Education; *Enrollment Projections; Futures (of Society); High School Graduates; Higher Education; Private Schools; Public Schools; School Demography; *School Statistics; Tables (Data)
IDENTIFIERS- National Center for Education Statistics

This report provides statistics on elementary and secondary schools and institutions of higher education at the national level. Included are projections for enrollment, graduates, classroom teachers, and expenditures to the year 2010. The report also contains projections of public elementary and secondary enrollment and high school graduates to the year 2010 at the state level, although these projections are not intended to supplant detailed projections prepared in individual states. The projections in this report reflect revisions influenced by the 1990 census with the incorporation of 1999 estimates and the latest assumptions about fertility rate, net immigration, and mortality rate. The report contains a section on methodology that describes the models and assumptions used to develop the national projections. Projections are based on a cohort survival model, an age-specific enrollment rate model, smoothing models, and econometric models. Most projections include three alternatives based on different assumptions about growth paths. The first alternative set of projections, the middle alternative, is deemed to represent the most likely projection. In the forecast summary, national and state-level highlights and key demographic and economic assumptions underlying the projects are presented in chart 1. Total public and private elementary and secondary school enrollment is projected to increase 1% over the projection period. Enrollment in higher education is projected to increase 20% over the projection period. Four appendixes contain technical information, supplementary tables, remarks on data sources, and a glossary. (Contains 1 chart, 61 figures, 51 tables, and 29 supplementary tables.) (SLD)

ED 447 147 TM 031 856

scoring guide criteria and e-rater scores. Secondly, e-rater was to be adapted to provide explanatory feedback about writing quality automatically. This paper provides two examples of the flexibility of e-rater's modular architecture for continued application development toward these goals. The paper discusses how additional features from rhetorical parse trees were integrated into e-rater and how the salience of automatically generated discourse-based essay summaries was evaluated for use as instructional feedback through the reuse of e-rater's topical analysis module. (Contains 10 references.) (Author/SLD)

ED 447 169 TM 032 011

Marzano, Robert J.
Analyzing Two Assumptions Underlying the Scoring of Classroom Assessments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Scoring; *Teacher Made Tests; *Test Theory

There has been little discussion of two conventions common within classroom assessment: the convention of representing student's performance on an assessment using a single score; and the convention of using the average score to summarize a student's performance over a set of assessments. This paper attempts to demonstrate that the assumptions underlying these conventions are questionable at best. The paper also attempts to demonstrate that the use of these conventions renders classroom assessment a poor feedback device. Alternative conventions that make classroom assessments more accurate and useful feedback mechanisms are presented and discussed. Suggestions made in this paper can be summarized in brief statements: (1) classroom assessments should be given throughout the cycle of learning; (2) separate scores should be assigned to each trait addressed in a given classroom assessment; (3) a common scale should be used for all traits on all assessments; (4) summary scores for the various traits should be combined in a way that acknowledges their dependence; and (5) the summary scores for a given trait should be estimated by predicting the final score in the set of scores based on some mathematical model of learning. (Contains 5 tables, 4 exhibits, and 37 references.) (SLD)

ED 447 170 TM 032 012

Kendall, John S.
A Report on the Matches between the South Dakota Standards in Mathematics and Selected Stanford Achievement Tests.
SPONS. AGENCY- South Dakota State Dept. of Education and Cultural Affairs, Pierre.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Achievement Tests; Elementary Secondary Education; *Mathematics; *State Standards; *Test Items

items. The responsibility for gathering all validity evidence lies in the hands of the contractor for the tests, who must compile the validity evidence, review the evidence provided by the developer or other authorities, summarize the evidence, and establish the validity of the use of the results of the test. (Contains 39 references.) (SLD)

ED 447 191   TM 032 079

Parish, Thomas S.; Parish, Joycelyn Gay
Determining a "Profile" of "Disconnected" Students.
PUB DATE- 00
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alienation; Elementary Education; *Elementary School Students; Evaluation Methods; *High Risk Students; *Profiles; Social Support Groups; *Student Characteristics; Student Evaluation

An attempt was made to create a profile of students at risk of disconnecting from school or being disconnected. In this study, 1,853 grade school students were evaluated by their teachers on the Potential Dropout Checklist (PDOC) (T. Parish and J. Parish, 1993), an instrument that offers 20 items believed to discern trouble spots or problem behaviors. Teachers also completed the Revised Personal History Inventory for Children (RPHIC) (T. Raish and S. Wigle, 1985), which is designed to assess the functionality of various support systems in students' lives. The two items on the PHIC most often found to be associated with PDOC problem spots and problem behaviors were inadequate supervision when not in school and uncaring or hostile parents. Other items on the PDOC were associated with RPHIC support student failures. These included: (1) poor attendance; (2) no participation in extracurricular activities; (3) below average scholastic achievement; (4) poor home environment; (5) poor self-image; and (6) teachers believing that the student might drop out. Taken together, these associations form a profile for disconnection. The PDOC is attached. (SLD)

ED 447 192   TM 032 080

Kim, Jong-Pil
An Empirical Study of the Effect of Pooling Effect Sizes on Hedge's Homogeneity Test.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Effect Size; *Meta Analysis; Simulation
IDENTIFIERS- *Homogeneity Tests; *Type I Errors

The homogeneity test provided by L. Hedges (1982) in meta-analysis has been widely used, mainly to test if the effect sizes share the same variance. Ignoring the intercorrelations among effect sizes affects the Type I error rate. The main

Entrance Examinations; *Ethnicity; High Schools; *Racial Identification; Self Evaluation (Individuals); Student Characteristics
IDENTIFIERS- *Scholastic Assessment Tests; *Student Descriptive Questionnaire

At the time of registration, students taking the Scholastic Assessment Tests (SAT) voluntarily complete the Student Descriptive Questionnaire (SDQ), which asks a variety of questions, one of which asks students to choose the ethnic/racial category that describes them. choosing only one category. The SAT Program undertook two studies aimed at evaluating the impact of allowing students to indicate more than one ethnic/racial category. Information was collected during 2 large fall administrations of the SAT I from 349,608 students. Students were asked, immediately following testing, to indicate their ethnic/racial background on their answer sheet, and multiple selections were allowed. During the fall administration, students were asked to indicate all categories that described them using essentially the same list found on the SDQ. During the second administration, students were asked to describe themselves using a two-part question, first indicating their ethnicity and then their race. Approximately 93% of test takers responded to the questions on both the answer sheet and the SDQ and about 4.5% moved from a single category to multiple ethnic/racial categories. The effect of the shift from a single category to multiple categories was further examined by comparing differential item functioning (DIF) results using the test takers from the first administration. Results indicate that the mean DIF changed very little when the groups were redefined using their responses on the answer sheet. These analyses provide preliminary information on the impact of allowing students to choose multiple ethnic/racial categories. (Author/SLD)

ED 447 213 TM 032 121

Wendler, Cathy; Ninneman, Anne; Feigenbaum, Miriam
Evaluating the Appropriateness of the SAT I for 7th and 8th Graders.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *College Entrance Examinations; Grade 7; Grade 8; *Middle School Students; Middle Schools; Scores; *Talent Identification; *Test Results
IDENTIFIERS- *Scholastic Assessment Tests

The Scholastic Assessment Test (SAT) I is designed for use with juniors and seniors in high school as part of the college admissions process. Of the nearly 3 million students who took the SAT I in 1998-1999, more than 130,000 were seventh and eighth grade students (more than 110,000 in 1997-1998). While most of these students take the SAT I as part of a talent identification program (TIP), the appropriateness of the test for these students has been questioned. Little is known about the background demographics and performance of the total group of middle school students because TIP students do not routinely provide the same level of background information as do high school students taking the SAT I, nor are their data maintained in the SAT Program files. As part of a special project, middle

Shaul, Marnie S.
Education for Disadvantaged Children: Research Purpose and Design Features Affect Conclusions Drawn from Key Studies. Report to Congressional Requesters.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Elementary Secondary Education; Federal Aid; Federal Legislation; *Federal Programs; *Longitudinal Studies; *Research Design; Research Methodology
IDENTIFIERS- *Elementary Secondary Education Act Title I

To inform reauthorizations of Title I, the federal government's largest program for elementary and secondary education, the Congress has required the Department of Education to conduct national assessments of Title I. Two of these studies have gathered Title I data over several years: the Prospects study, completed in 1997; and the ongoing Longitudinal Evaluation of School Change and Performance (LESCP), which is due to be completed in 2001. Congress asked the General Accounting Office to compare these two studies and analyze their strengths and weaknesses. Documents produced in each study and interviews with project staff and other experts were used to compare the two studies. There was a consensus that the purpose of the Prospects study was to assess the effectiveness of Title I, but there was less agreement about the precise purpose of the LESCP. This lack of agreement about purpose made it hard to predict the degree to which the LESCP report will meet the needs of Congress, other policymakers, and educators. The two studies used similar processes for contracting out data collection and analysis, obtaining comments from review panels, and issuing results. For both studies, major design features influenced the study's ability to address its overall design. The large sample for the Prospects study supported fairly strong conclusions about the effectiveness of Title I. The depth of focus provided by the longitudinal design of the LESCP is likely to be a key strength, but the study uses a smaller, nonrepresentative sample, a design limitation that may limit the usefulness of results. Both studies have provided valuable information, but no single study can fulfill the diverse information needs of the Congress, the Department of Education, all of the states, and educators. One appendix contains a chart comparing the two studies, and the other contains comments from the Department of Education. (SLD)

ED 447 235 UD 033 854

Reed, Diane; Lally, J. Ronald; Quiett, Douglas
Battered Agency Syndrome: The Challenge to Agencies Serving Low-Income Communities.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Expectation; *Financial Support; Low Income Groups; Needs Assessment; *Planning; *Social Services; *Urban Areas

Community-based social service agencies working in low-income communities increasingly function with inadequate support and encounter numerous oppressive external and internal conditions that compromise organizational and staff well-being. Working

Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; Educational Media; Educational Research; Educational Technology; Educational Theories; *Films; Information Technology; Multimedia Materials; Nonprint Media; Visual Aids

IDENTIFIERS- *Digital Communications; *Digital Technology; Theory Development

This paper brings together four short discussions that focus on how the construction and analysis of digital movies support theory-building, and whether that theory-building is equitable. Researches who have used digital media extensively over the last decade address how participants in studies using digital media become collaborators and co-authors of rich-media texts, and how readers and viewers are also invited to partake in the construction of the story being created. The underlying premise of this panel is that the creation of digital movies is a social experience very much affecting and affected (and sometimes thwarted) by the cultures in which they are created. Topics include: "How Teaching & Learning Change Using Media-Rich Texts: Design Teams Using Ethnographic Methods & Tools" (Ricki Goldman-Segall); "Cultural Readings of Digital Texts: A Media-Based Approach to Foreign Language Teaching & Learning" (Maggie Beers); "New Research Tools/Gender and Society" (Suzanne de Castell and Mary Bryson); and Creating Interactive Representations of Student Multimedia Work: Ethnomultimediography" (Brian Reilly). (MES)

ED 446 737 IR 020 366

Helic, Denis; Maurer, Hermann; Scherbakov, Nick

Authoring and Maintaining of Educational Applications on the Web.

PUB DATE- 99

NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Authoring Aids (Programming); *Computer System Design; *Educational Technology; *Hypermedia; Models; *Multimedia Materials; *Programming; World Wide Web

This paper discusses problems concerning the design of educational applications in general, as well as specific problems connected with educational applications meant to be published on the Web. A new approach to the authoring and maintaining of Web-based educational applications is proposed which is based on the concept of hypermedia composites. Hypermedia composites can be seen as a higher level of hypermedia authoring; the hypermedia composite represents a

DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; *Preservice Teacher Education; State Standards; *Teacher Competencies
IDENTIFIERS- *Technology Integration; *Technology Utilization; University of Southern Mississippi

This paper summarizes technology standards for teacher education and identifies performance outcomes that correlate with those standards. It also outlines processes and plans for acting on and setting technology standards. Specifically, the work of the ad hoc Committee on Technology for Teacher Education at the University of Southern Mississippi is described. The committee agreed that technology competencies for teacher education should build on the Mississippi State Department of Education's competencies for students at the K-12 level and its Instructional Technology Standards for Professional Development. Options that departments may adopt for assuring that competencies are achieved were recommended. Four goals for insuring the infusion of instructional technology into professional education programs were endorsed by the Professional Education Council: professional education faculty will have skills needed to model the use of teaching with technology in a transparent manner; standards and curriculum of the professional education program will be designed to efficiently use technology to enhance learning; professional education faculty and students will have access to appropriate technology to enhance teaching skills and to model the effective use of technology as a teaching tool; and collaborations will be developed and strengthened among university departments and with outside agencies. An evaluation plan was designed to monitor progress toward meeting project goals. (MES)

ED 446 757 IR 020 391

Frost, Charles H.
Creating a Low Cost but Dynamic Telecourse.
PUB DATE- 00
NOTE- 10p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Educational Technology; Higher Education; *Instructional Design; *Instructional Development; *Values
IDENTIFIERS- *Course Development; Middle Tennessee State University

This paper discusses the implications for technology and distance education of the following value statement: "The world's resources are not infinite and they are not distributed equally on a global basis. Continued resource consuming growth and maldistribution of ever more scarce resources will increase conflict and poverty as well as undermine an ever more fragile ecosystem. Therefore, technology and distance education should be prioritized in ways that reduce waste and enhance equitable resource distribution." The author's basic expectations in developing the first telecourse at Middle Tennessee State University are summarized as follows: (1) the course needed to be, at least in a significant part, visual; (2) the course data. Appendices include summaries of interviews with librarians and publishers, the ICOLC (International Coalition of Library Consortia) "Guidelines for Statistical Measures of Usage of Web-Based Indexed, Abstracted, and Full Text Resources," and descriptions of related industry initiatives. (Contains 13 references.) (MES)

ED 446 779 IR 057 924

McClure, Charles R.; Sprehe, J. Timothy; Eschenfelder, Kristen
Performance Measures for Federal Agency Websites: Final Report.
SPONS. AGENCY- Energy Information Administration (DOE), Washington, DC.; United States Government Printing Office, Washington, DC.; Defense Technical Information Center (DOD), Alexandria, VA.
PUB DATE- 00
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Evaluation Criteria; *Federal Government; Information Policy; *Information Services; *Performance Factors; *Public Agencies; *World Wide Web
IDENTIFIERS- Federal Agencies; Government Printing Office; *Web Sites

The purpose of this study was to develop performance measures that will assist federal agencies to assess the quality and usefulness of their World Wide Web sites and to improve public information access service of those Web sites. The study was sponsored jointly by three federal agencies: the Defense Technical Information Center, the Energy Information Administration, and the Government Printing Office (GPO). The investigators conducted a literature review, reported in Chapter 1. They undertook an analysis of laws and policies affecting Web site performance measures, reported in Chapter 2. They met with agency representatives individually and collectively and analyzed documents provided by the agencies, as Chapter 3 explains. Chapter 4 describes the performance measures that emerged from the study. Chapter 5 sets forth key issues and recommends next steps. Appendices include: criteria for the evaluation of federal Web sites; Web site performance measurement and evaluation for GPO Access; and a proposal to study agency compliance with federal Web site policies. (Contains 27 references.) (MES)

ED 446 780 IR 057 925

Bertot, John Carlo; McClure, Charles R.
Public Libraries and the Internet 2000: Summary Findings and Data Tables.
SPONS. AGENCY- National Commission on Libraries and Information Science, Washington, DC.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Disabilities; Information Technology; *Internet; Library Funding; *Library Services; Library Surveys; Longitudinal Studies; Poverty; *Public Libraries; Questionnaires; Rural Areas; Tables (Data); Training; Urban Areas; Users (Information)

was significantly higher than for part-time students. Retention rates were generally higher among females, whites, and students who had declared their majors or sought an AA-degree or certificate. The annual retention rate among full-time students was higher than part-time students. The highest retention rate was observed among students who were 60 and over. The focus group results supported several of the Noel-Levitz Survey findings. For example, the areas that supported the survey findings were financial aid, advising, registration process, student safety, parking, and career guidance. The focus group also identified areas that needed additional attention: support for evening students, availability of full-time faculty, class cancellations, and additional information on Learning First. (VWC)

ED 446 800   JC 000 740

Projected 2000-01 Cost Allocation Summary.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Budgets; *Community Colleges; *Educational Finance; Enrollment; Expenditures; *Resource Allocation; *Statewide Planning; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Wisconsin Technical College System

This report presents Wisconsin Technical College System's projected 2000-01 cost allocation summary. This report includes the following schedules: operational costs and total budget summary; district total expenditures and revenues summary; staff analysis summary; materials fees and full-time equivalent (FTE) student summary; statewide operational cost and FTE enrollment summary by college; statewide costs per FTE by aid category; college parallel costs per FTE by district; associate degree costs per FTE by district; technical diploma costs per FTE by district; vocational-adult costs per FTE by district; non-postsecondary costs per FTE by district; community services costs per FTE by district; total projected costs per FTE by district; agriculture division FTE students and cost by district; business division FTE students and cost by district; graphics division FTE students and cost by district; home economics division FTE students and cost by district; industrial division FTE students and cost by district; service and health division FTE students and cost by district; technical division FTE students and cost by district; television division FTE students and cost by district; general education division FTE students and cost by district; total FTE students and cost by district; FTE enrollment and operational cost percentages by instructional division and aid category; cost ratios per FTE student by instructional division and aid category; and FTE student enrollment percentages by instructional division and aid category. (VWC)

ED 446 801   JC 000 741

Rabb, Theodore, Comp.
Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 1999-2000.
PUB DATE- 00
NOTE- 170p.; Cover title varies.

listening attentively and participating courteously in group activities, predicting story outcomes, and drawing conclusions. The students select picture books for themselves and for a group, handle books carefully, dictate stories about personal experiences, and describe characters in literature they have heard or viewed. The social studies standards emphasize citizenship education: following rules and respecting the rights of people. Students learn the concepts of self-control, fairness, and leadership. They explore basic concepts of the individual. Mathematics standards emphasize how students acquire and use strategies to understand and act on mathematical problems. Students will be actively engaged in mathematics through instruction in patterns and relationships, and in seeking multiple solutions to problems. In both the mathematics and science standards, the larger context of understanding and application is stressed over concepts and procedures. The science standards emphasize the natural and physical world as the students observe, record, describe, question, form explanations, and draw conclusions. (EV)

ED 446 822 PS 028 902

Kindergarten Curriculum: A Parent's Guide.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Guides; *Kindergarten; Language Arts; Mathematics; *Parent Materials; Primary Education; School Activities; Sciences; Social Studies
IDENTIFIERS- *Dependents Schools

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's kindergarten curriculum in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards emphasize auditory likenesses and differences, and likenesses and differences in letters, figures, and letter sequences. The students will understand letter-sound relationships and begin to form letters. Students will retell a story in sequence, using beginning, middle, and end, and will restate or paraphrase material read to them. They will use pictures and symbols to convey thoughts, to keep learning logs and/or journals, and to engage in group writing projects. In the social studies standards, instruction centers on the basic concept of the family. The students learn about working with others, sources of personal information about themselves and their families, rights and responsibilities in belonging to the family group, and major holidays. Kindergarten mathematics standards include counting, joining, and separating objects to develop a concept of number. The students count and compare numbers to 10; classify sets of objects by characteristics; and name various shapes. The kindergarten standards are conceptually oriented and actively involve children in doing mathematics. The science standards, too, place emphasis on using the senses to gather information on common materials, objects, and living things. The students measure, sort, classify, and communicate information about the natural world, and learn about life processes and properties of familiar materials, such as magnets and water. (EV)

Secondary Education; Service Learning; Student Volunteers
IDENTIFIERS- Networking; Networks (Persons)

This booklet is the first in a series designed to assist parents who are home-schooling their adolescent children and focuses on the socialization of home-schooled adolescents. The booklet advances the view that pivotal social experiences plus daily age-peer contact are not needed to produce socially competent individuals, that real world socialization will better prepare students for the challenges they eventually will face than will school-based socialization, and that looking at socialization as a goal may be fairly nonproductive. The articles in the booklet are: (1) "Ideas for Teen Homeschool Groups," including game days, book groups, gourmet clubs, newsletters, investment clubs, competitions, group music, classes, and physical activities; (2) "Volunteering," discussing reasons for volunteering, where to look for volunteer opportunities, working for organizations without volunteer programs, and creating a community service opportunity; (3) "Transition to the World of Work," providing ideas for researching career opportunities; and (4) "Learning to Fish: Networking," focusing on networking among home-schooling families. (KB)

ED 446 842 PS 028 964

Cohen, Cafi
Happily Homeschooling Teens: Do It Yourself, Do It Better, Do It for Less.
PUB DATE- 00
NOTE- 18p.; For related documents, see PS 028 963-968.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Curriculum Development; Home Programs; *Home Schooling; Independent Study; *Nontraditional Education; Parent Student Relationship; *Parents as Teachers; Reference Materials; Secondary Education; Student Centered Curriculum

This booklet is the second in a series designed to assist parents who are home-schooling their adolescent children. The articles in the booklet are: (1) "Less is More," encouraging home-schooling families to take advantage of local, free resources before buying materials from a curriculum fair; (2) "Putting Together an Eclectic Curriculum," discussing how teenagers and their parents can work together to plan a curriculum incorporating traditional and non-traditional materials, unit studies, volunteer and community activities, and other approaches that encourage autonomy and enthusiasm for learning; (3) "Self-Directed Learning," providing suggestions for helping students become self-directed learners; and (4) "Lexicons, Map Books and Synonym Finders," discussing considerations for selecting essential reference books for creating rich home learning environments. (KB)

ED 446 843 PS 028 965

Cohen, Cafi
Happily Homeschooling Teens: The Three R's.
PUB DATE- 00
NOTE- 16p.; For related documents, see PS 028 963-968.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

IDENTIFIERS- *Arthur (Television Series); Public Broadcasting

Many experts agree that high-quality television can be an excellent supplement to active learning in the classroom and at home. This guide contains activities for children ages 3 to 6, each activity incorporating a theme or topic related to an episode of "Arthur," a Public Broadcasting System program for young children. Many of the activities build and support early and emergent literacy skills through storytelling, word recognition, discussion, vocabulary games, and more. Each activity describes the skills addressed, the needed materials, and easy-to-follow directions. Many activities also include ways for children to be active within their neighborhoods, ideas for involving parents and family members, suggestions for learning centers, ways to enrich and extend the activity beyond the one-day period, ideas for group discussion, and information regarding a video's appropriateness for younger versus older children. Also included in the guide are "Arthur" episode descriptions, recipes, a resource list, suggested "Arthur" book titles, and an "Arthur" coloring sheet. (KB)

ED 446 863 PS 028 997

Cerier, Laura
Play and Learn with Arthur: Creative Activities for Children Ages 3 to 6. Volume 2, Program Numbers 301-315.
SPONS. AGENCY- Department of Education, Washington, DC.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 98
NOTE- 33p.; For related documents, see PS 028 991-998. Illustrated by Marc Brown.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; Early Childhood Education; *Emergent Literacy; *Learning Activities; Learning Centers (Classroom); *School Readiness; *Young Children
IDENTIFIERS- *Arthur (Television Series); Public Broadcasting

Many experts agree that high-quality television can be an excellent supplement to active learning in the classroom and at home. This guide contains activities for children ages 3 to 6, each activity incorporating a theme or topic related to an episode of "Arthur" presented during the program's third season on the Public Broadcasting System. The guide presents 30 activities that can be done with materials commonly found in the home or classroom and that are designed to build school readiness skills, especially early and emergent literacy skills. All activities either have components for older and younger children or are adaptable for different ages. Many activities also include child-centered learning areas, based on the themes of the activities and episodes, that allow children to explore on their own. Each activity describes the skills addressed, the needed materials, and easy-to-follow directions. Many activities also include ways for children to be active within their neighborhoods, ideas for involving parents and family members, suggestions for learning centers, ways to enrich and extend the activity beyond the one-day period, and ideas for group discussion. Also included in the guide are "Arthur" episode descriptions, recipes, a resource list, suggested "Arthur" book titles, and an "Arthur" coloring sheet. (KB) preservice teachers. This fit well with the efforts of Northern Territory University to extend the school-based teacher education movement to rural schools. Because of the language barrier and Yolngu parents' insistence that their children be taught only by Aboriginal teachers, the preservice teachers had only limited opportunities for face-to-face teaching. Their teaching responsibilities were redefined in terms of joint development of appropriate curriculum materials and interaction with visiting and Aboriginal teachers in a workshop situation where teaching and learning activities were trialed or modeled using negotiation and collaboration. The experiences of the non-Indigenous teacher education students are viewed as a series of border crossings facilitated by resource center staff, negotiating entry with the Indigenous people and seeking the advice of local elders. Excerpts from student teachers' journals and interviews trace the development of cultural hybridization working across a number of binary distinctions, and provide evidence of the influence of Aboriginal worldviews and cosmologies on preservice teachers' social attitudes and pedagogical beliefs. (Contains 28 references.) (SV)

ED 446 882 RC 022 633

Learning Lessons: An Independent Review of Indigenous Education in the Northern Territory.
PUB DATE- 99
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Bilingual Education; Educational Assessment; *Educational Needs; Elementary Secondary Education; Foreign Countries; Improvement Programs; Indigenous Personnel; *Indigenous Populations; Limited English Speaking; *Outcomes of Education; Postsecondary Education; Preschool Education; *School Community Relationship; Teacher Education; Teacher Recruitment
IDENTIFIERS- Aboriginal Australians; *Aboriginal Schools (Australia); *Australia (Northern Territory)

A review of Indigenous education was undertaken in the Northern Territory, Australia, to determine the educational views of Indigenous communities, key issues affecting educational outcomes for Indigenous children, and supportable actions to improve those outcomes. Data collection included 126 targeted interviews, 40 public meetings, 106 formal submissions, document and literature review, and case studies of 44 schools with significant Indigenous enrollment. The review documented a widespread desire among Indigenous people for improvements in their children's education, unequivocal evidence of deteriorating outcomes from an already unacceptably low base, and substantial evidence of long-term system failure to address this situation. Deteriorating outcomes included declining attendance despite increasing enrollments, poor retention rates in secondary school, and declining literacy and numeracy skills among young people. Sections of this report cover background on previous reports and the sociocultural context; academic achievement and student evaluation procedures; school reporting systems; information technology and telecommunications; funding and costs; school facilities and infrastructure; staffing (administrator and teacher recruitment and retention, teacher education, Indigenous teachers and staff); access to and provision of early childhood, primary, secondary, postsecondary, and adult education; bilingual education and literacy acquisition; attendance, mobility, and health issues;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; High Schools; Higher Education; Science Instruction; Science Teachers; *Teacher Education; Teacher Education Programs

Structured alliances among universities and K-12 schools have been suggested as one route through which to renew both the education of young people in American schools and to recreate and reconceptualize what it means to educate prospective teachers. This summary of a panel presentation discusses the development of various high school/university partnerships in the context of high school-based science teacher education programs. (CCM)

ED 446 901 SE 063 638

Hoerner, Janet J.
Virtual Field Trips in the Earth Science Classroom.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Secondary Education; *Experiential Learning; *Field Studies; Field Trips; *Outdoor Activities; Science Curriculum; Science Instruction; Science Teachers; Virtual Reality; World Wide Web

Field studies are a primary means of obtaining scientific knowledge about earth science concepts. This paper discusses why a teacher might choose a field trip as an educational strategy important to the teaching and learning of earth science. Reasons to choose field trips as a teaching strategy, factors that influence learning on a field trip, and the components of an effective earth science field trip are presented. A list of earth science Internet sites for virtual field trips is provided. (Contains 26 references.) (YDS)

ED 446 902 SE 063 641

Sterling, Donna R.; Hall, Alfred L., II
Preservice Middle and Secondary School Teachers' Misconceptions about Making Measurements Using Laboratory Instruments.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Development; *Error of Measurement; Hands on Science; Higher Education; Measurement; Middle Schools; *Misconceptions; *Preservice Teacher Education; *Preservice Teachers; *Science Instruction; Secondary Education
IDENTIFIERS- National Science Education Standards; NCTM Curriculum and Evaluation Standards; Third International Mathematics and Science Study

This study was conceived when it was observed that in the laboratory, with few exceptions, college freshmen chemistry students did not know how to make accurate measurements. Once the students were made aware of this, they easily learned how. From this experience and in the interest of breaking the cycle, it was decided to assess the ability of preservice science teachers in a graduate education program to make accurate measurements using common laboratory equipment and to analyze the types of misconceptions they had. Misconceptions are

Association for Research in Science Teaching (San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Grade 6; Grade 7; Induction; *Inquiry; Learning; Middle School Teachers; Middle Schools; Science Education; *Science Instruction; *Thinking Skills

This paper is a part of a research program whose purpose it is to design instruction for scaffolding classroom inquiry in middle school classrooms. Scaffolding is a dynamic process, reflecting teacher adjustments based on student responses. Even though a computer, textbook, or laboratory materials may serve as proxy for a "teacher", arguably the most important source of scaffolding in a classroom is the flesh and blood teacher. The teacher decides, consciously or unconsciously, how and when to use a computer, textbook, or laboratory materials. The actions of the teacher are also the primary mediator of the scaffolding effects of other classroom materials. The purpose of inquiry-based instruction is to prompt focused effort on a specific problem. The effort includes recall and application of relevant knowledge and implementation of procedures for generating, analyzing, and interpreting data. Mental effort for inquiry requires evaluation of the fit among a problem statement, recalled knowledge, and evidence either empirical or theoretical. This type of thinking requires self-monitoring of one's understanding of the problem and processes undertaking to solve it. Middle level students are just beginning to show the capabilities for the kinds of thought necessary for scientific inquiry. However, most of the evidence for these thinking skills is clinically based (Keating, 1990). Classroom-based reasoning situations do not afford the time, focus, and cues for employing critical thinking. Cognitive scaffolding is necessary to support student thinking necessary for benefiting from inquiry-based instruction. Cognitive scaffolding has been defined as what a teacher does when working with a student "to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts: (Hood, Bruner, & Ross, 1976, p.90). As a psychological construct, it refers to a cognitive orientation in the teacher to select and structure tasks, communicate purpose, and hold expectations with the intention of guiding student work at the limits of their independent capabilities. Scaffolding also refers to an affective orientation in the teacher that is sensitive to variations in student cognitive and affective capabilities that results in adjusting elements of the task or context that promotes continued student effort. For scaffolding to work, however, there must be a complementary cognitive and affective orientation in the student. The student must be willing to apply existing knowledge and make active use of the teacher or other resources to leverage that knowledge toward a learning goal. Student affect must be willing to accept less than immediate gratification and persevere in the task. (Contains 17 references.) (Author/YDS)

ED 446 927   SE 063 949

Haslam, Filocha; Gunstone, Richard
The Influence of Teachers on Student Observation in Science Classes.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Diego, CA,

learn about the rise of fruit-bearing angiosperms as the dominant plants on Earth and the secret to their success - flowers. Diagrams and microscopic photography illustrate the structures involved in flower pollination, beginning with the transfer of pollen from stamen to pistil and continuing through the development of seeds and fruit. In a hands-on experiment suitable for the classroom, students will also explore the concept of vegetative propagation and the benefits of this type of reproduction. This program is based on the concepts outlined in the National Science Education Standards for Life Science: Structure & Function in Living Systems, Reproduction & Heredity, Regulation & Behavior, Populations & Ecosystems and Diversity & Adaptations of Organisms. This title includes a teacher's guide. (ASK)

ED 446 951 SE 064 104

Photosynthesis. Plant Life in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 099-103. Videotape designed for grades 5-8.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Intermediate Grades; Junior High Schools; *Light; *Photosynthesis; *Plants (Botany); Science Activities; Science Education; Videotape Recordings
IDENTIFIERS- Oxygen

Plants play an important role in the survival of every living thing; in fact, they are responsible for our very existence! In Photosynthesis, find out what makes plants so unique by studying the chemical process of photosynthesis - the amazing method of making food and oxygen from sunlight. Diagrams & microscopic photography illustrate the parts of a leaf's anatomy that are used during photosynthesis. See how chloroplasts filled with green chlorophyll become energized when exposed to light, and discover how this relates to the release of oxygen through stomata and the creation of sugars that can be stored. In a classic hands-on experiment, students will investigate whether or not a plant needs light to make food. This program is based on the concepts outlined in the National Science Education Standards for Life Science: Structure & Function in Living Systems, Reproduction & Heredity, Regulation & Behavior, Populations & Ecosystems and Diversity & Adaptations of Organisms. This title includes a teacher's guide. (ASK)

ED 446 952 SE 064 105

All about Caring for Plants. Plant Life for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 106-109. Videotape designed for grades K-4.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Botany; Elementary Education; Environment; Environmental Influences; Hands on Science; Plant Growth;

Elementary and Middle Grades.
PUB DATE- 01
NOTE- 341p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 6; Grade 7; Grade 8; Mathematics Activities; *Mathematics Curriculum; *Mathematics Instruction; Middle Schools; *Standards; Teaching Methods

This book focuses primarily on mathematics content but restates it in the current context of expanded pedagogical knowledge. It covers content that is traditionally introduced through the sixth grade and carries the development of it into the seventh and eighth grades. The book introduces some newly important concepts as well, but other topics traditionally included for the first time at the seventh-grade level and above are not included. This book is presented in three chapters which should be considered in sequence. Chapter 1 provides a rationale for the suggested learning approach and explains the organization and sequence of the following chapters. Chapter 2 provides the actual content standards in numbered table form, showing median grade-level expectations for content and performance standards as well as suggestions for mathematics language vocabulary and usage. The content standards are organized to agree with the organization of the National Council of Teachers of Mathematics (NCTM) standards with some exceptions that are explained in Chapter 1. Chapter 3 provides articulated, illustrative activities and problems that can be used with students for either concept development or assessment purposes. It also contains suggestions for using materials other than text such as manipulatives, calculators, educational software and graphics programs, and web sites. (Contains 71 references.) (ASK)

ED 446 975 SE 064 225

Mapping Math & Science Outcomes to IT Curriculum: Tools & Frameworks. Building a Foundation for Tomorrow.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Higher Education; *Information Technology; *Mathematics Education; *Science Education; Surveys

During the research phase for the Millennium Edition of "Building a Foundation for Tomorrow: Skill Standards for Information Technology", data was gathered from a wide range of information technology (IT) professionals on the math and science skills required or recommended for IT students. A survey was conducted to identify which specific areas of math and science are most beneficial to IT professionals, and as result should be included in IT education and training programs. This document presents the survey results identifying which math and science skills are important to IT training and education. Specific math and science concepts and tools are correlated to the IT career cluster areas to which they most often apply and are presented in tables. An outline of the Northwest Center for Emerging Technologies (NWCET) IT Core Curriculum program outcomes is offered. A map representing the relationships mathematics to emphasize a psychological curriculum are included. Finally, the role of inservice education for mathematics teachers in the scope and sequence of mathematics curriculum are discussed. (ASK)

ED 447 001   SE 064 306

Hoernschemeyer, Don
Invigorating Education with the Scientific Paradigm. Fastback 472.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Science Process Skills; *Scientific Methodology; Scientific Principles; Secondary Education; *Teaching Methods; *Thinking Skills

This document supports the integration of the scientific method not only into science teaching but also into the entire curriculum. It argues that the methods and attitudes that have made science the most productive enterprise of the past 300 years can be adapted to most areas of secondary education. The scientist's way of thinking is described, particularly curiosity, creativity, objectivity, skepticism, and open-mindedness. Scientific methods including investigation and measurement, analysis and understanding are also discussed. It is concluded that the mental skills of science will be valuable for everyone who must deal successfully with life's challenges. (ASK)

ED 447 002   SO 031 093

Eflin, James
Industry in Concert with the Environment: Technological Change and Industrial Ecology. Hands-On! Developing Active Learning Modules on the Human Dimensions of Global Change.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 151p.; Module developed for the AAG/CCG2 Project "Developing Active Learning Modules on the Human Dimensions of Global Change." For related items, see SO 031 087, SO 031 089-094, and SO 031 096.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Ecology; Environmental Education; Global Approach; Higher Education; Human Geography; *Industry; *Technological Advancement; Thematic Approach; Thinking Skills; Undergraduate Study
IDENTIFIERS- *Global Change

This learning module aims to engage students in problem solving, critical thinking, scientific inquiry, and cooperative learning. The module is appropriate for use in any introductory or intermediate undergraduate course that focuses on human-environment relationships. The module stresses the key principals, concepts, and problems in the emerging field of industrial ecology. It focuses on three broad themes: the linkages among technological change, industrial change, and global environmental change; the utility of a systems approach to analyzing industrial activity; and the opportunities and

and 2 Material"); "Grade 2, Early Americas: Beginnings to about 1630"; "Grade 3, United States History to about 1865, with Thematic Extensions in the 19th and 20th Centuries"; "Grade 4, World History: Early Civilizations, Ancient, and Medieval Civilizations"); and "Appendices" ("A. Casting a Spell: How to Read Effectively to a Group of Children"; "B. Children's Readers in History/Social Science"). A resource bibliography concludes the model. (BT)

ED 447 023 SO 032 240

Character, Civility, and the Massachusetts Curriculum Frameworks.
PUB DATE- 99
NOTE- 51p.; For a related collection of sample units, see SO 032 241. For Massachusetts History and Social Science Curriculum Framework, see SO 030 597.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Citizenship Responsibility; Elementary Secondary Education; *Public Schools; *Social Studies; State Standards; *Student Behavior; *Student Development; Student Educational Objectives
IDENTIFIERS- *Character Education; Civility; *Massachusetts

As the educational community works together to improve academic achievement, the importance of character traits such as honesty, trustworthiness, self discipline, kindness, empathy, respect, responsibility, and courage must not be neglected. This guide has been designed to help educators and families in Massachusetts link character development and civic responsibility with the school curriculum. The guide's first section, excerpted from "Building Character in Schools" (Kevin Ryan; Karen Bohlin), presents an introduction to principles of character education. The second section presents selected learning standards from the Massachusetts "Curriculum Frameworks" that reflect these principles. The final section offers an annotated list of books and Internet sites as a resource for educators and families. (BT)

ED 447 024 SO 032 241

Character, Civility, and the Massachusetts Curriculum Frameworks: A Collection of Sample Units.
PUB DATE- 99
NOTE- 43p.; For the related document, "Character, Civility, and the Curriculum Frameworks," see SO 032 240. For Massachusetts History and Social Science Curriculum Framework, see SO 030 597.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Citizenship Responsibility; Elementary Secondary Education; Ethical Instruction; Interdisciplinary Approach; *Public Schools; Social Studies; State Standards; *Student Development; *Thematic Approach
IDENTIFIERS- *Character Education; Civility; *Massachusetts

Educating students about character development and responsibility

NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Research; *Classroom Techniques; *Cooperative Learning; Grade 9; Secondary Education; Social Studies; Student Surveys
IDENTIFIERS- Jigsaw II; *Jigsaw IV

The history of cooperative learning at the elementary level is well documented. The research and utilization of cooperative learning at the secondary level is limited. This research aims to contribute to the literature on cooperative learning, especially Jigsaw II, at the secondary level. The research also represents a continuation of research conducted on Jigsaw II and III, subsequently leading to the development of Jigsaw IV as a cooperative learning strategy. Subjects in all three researches were 100 ninth-grade geography students at an inner city school situated in a gulf coast state. Findings suggest that Jigsaw IV answered the concerns of students and teachers using Jigsaw II and had a positive impact on the students' academic achievement. Contains a table of data and 10 references. Appendixes contain a unit lesson plan, a six-day plan, expert sheets, and a sample student survey. (Author/BT)

ED 447 046 SO 032 282

Soule, Suzanne
Beyond Communism and War: The Effect of Civic Education on the Democratic Attitudes and Behavior of Bosnian and Herzegovinian Youth.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Foreign Countries; Social Studies
IDENTIFIERS- Bosnia and Herzegovina

This study asks, To what degree has the Civitas: An International Civic Education Exchange Program in Bosnia and Herzegovina been effective in creating or promoting attitudes and values that serve to strengthen support for democratic institutions and processes among Bosnia and Herzegovina school children? To answer this question, an empirical study was conducted with nearly two thousand upper elementary and secondary students in Bosnia and Herzegovina in May 1999. This report provides evidence of the effectiveness of the program based on a comparison of those who participated in Project Citizen and those who did not. The results indicate that civic education favorably affects students' political knowledge and participatory skills, as well as attitudes and core values. (Author/BB)

ED 447 047 SO 032 283

Vontz, Thomas S.; Metcalf, Kim K.; Patrick, John J.
"Project Citizen" and the Civic Development of Adolescent Students in Indiana, Latvia, and Lithuania.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 203p.
LANGUAGE- English

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Controversial Issues (Course Content); Japanese American Culture; *Japanese Americans; Minority Groups; Secondary Education; *Social Discrimination; Social Studies; *United States History; *World War II
IDENTIFIERS- ERIC Digests; *Internment Camps

The Japanese-American internment experience during World War II continues to affect the Japanese-American community. This ERIC Digest provides six suggestions for teaching about the Japanese-American internment, touching on civil rights, immigration, the media, "loyalty," redress and reparations, and primary and secondary sources. Includes five internet resources and six references and ERIC resources. (BB)

ED 447 067   SP 039 383

Nishinosono, Haruo
Image, Concept, Model and Proposition for Instructional Designing and Its Application in Pre-Service Education: A Framework To Generate Lesson Plan for Autonomous Learning Using IT.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the Japan-United States Teacher Education Consortium (12th, Japan, July 13, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Design; *Lesson Plans; *Planning; Preservice Teacher Education; Revision (Written Composition)
IDENTIFIERS- *Autonomous Learning; *Japan

Japanese education, including preservice teacher education, is incorporating instructional technology as an effective, systematic way to enhance planning, teaching, and learning. Japanese researchers developed a framework for using instructional technology to develop lesson plans for autonomous learning. Preservice teachers in Japan tend to hold rigid images of teaching from their own schooling experiences, and in the beginning stages of instructional design, then tend to refer to such images to generate lesson plans. New types of software, such as PowerPoint, provide ways for preservice teachers to express ideas in a flexible manner and revise them with ease. Repeated revisions enable them to refine their ideas and make them relevant to instructional events observed during teaching. The design procedure proposed here consists of four components: images, concepts related to each other by graphic representation, models, and propositions (ICMP). These components form the sequential steps in the ICMP method of instructional design and analysis. This paper describes how the framework was used in a preservice course on instructional technology. The instructor used PowerPoint for lesson planning and presentation, though students did not use any information technology. (SM)

Emotionally Supportive Environment"; (2) "Using a Variety of Teaching Strategies That Address Different Learning Styles"; (3) "Strategies That Help Students Make Connections From Prior Learning and Experiences to New Learning and Across Disciplines"; (4) "Teaching for Long-Term Memory is a Primary Goal; (5) "Integrating Higher-Level Thinking Skills Into Learning; (6) "Collaborative Learning is an Integral Part of the Classroom"; (7) "Bridging the Gap Between All Learners, Regardless of Race, Socioeconomic Status, Sex, or Creed"; (8) "Evaluating Learning Through a Variety of Authentic Assessments"; (9) Promoting Real-World Application of the Learning"; (10) "Seamless Integration of Technology for High-Quality Instruction"; and (11) Putting It All Together." (Contains 51 references.) (SM)

ED 447 086   SP 039 562

Kottler, Jeffrey A.; Zehm, Stanley J.
On Being a Teacher: The Human Dimension. Second Edition.
PUB DATE- 00
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; Helping Relationship; Interpersonal Communication; Interpersonal Relationship; Learning; Reflective Teaching; Stress Variables; Teacher Burnout; *Teacher Effectiveness; Teacher Motivation; Teacher Student Relationship; Teachers; *Teaching (Occupation)
IDENTIFIERS- Caring; Reflective Thinking; Teacher Commitment

This book provides teachers with resources necessary for providing caring and competent instruction and guidance to students of all ages, exploring human resources that teachers need to flourish in the classroom. Chapter 1, "On Being a Teacher," describes the essence of what makes teachers truly great. Chapter 2, "On Being a Learner," discusses how the modeling process occurs in the human dimensions of learning. Chapter 3, "On Struggling With the Challenges of the Profession," examines issues that make teaching so challenging (e.g., limitations in school environments and sabotaging elements within students' homes). Chapters 4, "On Being a Relationship Specialist," and 5, "On Being an Effective Communicator," are about verbal and nonverbal communication. Chapter 6, "On Being a Helper," highlights the skills of helping, noting behaviors most likely to help teachers reach students on multiple levels. Chapter 7, "On Avoiding Burnout and Rustout," offers advice on remaining passionately committed to teaching. Chapter 8, "On Being Reflective," challenges teachers to become more reflective as they grow as people and as professionals. Chapter 9, "On Being Passionately Committed," asks teachers to create an image of the people and professionals they want to be over the next 40 years. (SM)

ED 447 087   SP 039 563

Kelly, Philip P.
Making Space between a Rock and a Hard Place: Teachers' Efforts at Reconciling Competing Criteria for Legitimacy.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

Evaluation; Teachers
IDENTIFIERS- *National Board for Professional Teaching Standards

This brief is designed to help professional developers see what goes into making an effective support program for National Board for Professional Teaching Standards candidates. There is no one best way to construct a support program, though all programs must address two fundamental needs: helping candidates understand and manage the assessment process and helping them become better at analyzing student work. To help candidates manage the assessment process, support programs commonly work with them to: clarify the commitment, manage expectations, generate administrative support, offer structure, enhance candidate communication skills, and prepare for the assessment center experience. Helping candidates become more analytical about their own teaching involves setting the stage for focused examination, facilitating discussions, grouping by certificate area, individualizing support, and identifying appropriate support. Sidebars include: supporting the support providers; the sprouting of support programs; different prompts for different certificates; districts and states see the light; turning to the experts; and resources and references. (SM)

ED 447 106 SP 039 584

Index of Approved Programs for Licensing of School Personnel in Wisconsin, 2000-2001.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; *College Choice; Elementary Secondary Education; Graduate Study; Higher Education; *Preservice Teacher Education; Private Colleges; Public Colleges; Teacher Certification; Teachers
IDENTIFIERS- *Wisconsin

This brochure provides a complete listing of the approved undergraduate and graduate professional education programs including majors, minors, and concentrations offered at all of the public universities and independent colleges and universities in Wisconsin. Individuals interested in pursuing a career in the education professions may use this brochure to help them select a college or university with an approved program in their area of interest. The brochure may also be helpful to guidance counselors, admissions personnel, and program advisors who guide students in the selection of institutions of higher education and appropriate courses of study. (SM)

ED 447 107 SP 039 586

Mertler, Craig A.
An Alternative Classification Scheme for Teaching Performance Incentives Using a Factor Analytic Approach.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Awards; *Compensation (Remuneration); Elementary

individuals, groups, and communities in settings like storefronts, gay bars, health centers, housing communities, and schools. A table highlights population and intervention characteristics for each intervention. Another table indicates interventions that are part of the Centers for Disease Control and Prevention's Replicating Effective Programs, Prevention Counseling Course Series, and Research to Classroom: Programs That Work projects. These ongoing projects support development of intervention materials, training, and technical assistance. Each intervention summary presents title, authors, and reference; intervention goals and setting; population; comparison condition; intervention description; findings, and contact person. An appendix describes in detail the criteria used to select the interventions. (Contains 50 references.) (SM)

ED 447 127   SP 039 610

Mind over Matter: The Brain's Response to Drugs. Teacher's Guide. Revision.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD.
PUB DATE- 00
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biological Sciences; *Brain; *Comprehensive School Health Education; *Drug Abuse; Elementary Secondary Education; *Illegal Drug Use; Marijuana; Narcotics; Stimulants
IDENTIFIERS- Amphetamines; Brain Functions; Inhalants; *Neurosciences; Nicotine; Steroids

This teacher's guide is for the "Mind Over Matter" series, a neuroscience education series designed to encourage students in grades 5-9 to learn about the biological effects of drug abuse on the body and the brain. "Mind Over Matter" includes eight colorful, glossy magazines, each of which is devoted to a specific drug or drug group (stimulants, hallucinogens, inhalants, marijuana, opiates, nicotine, methamphetamine, and steroids). Each of the magazines describes the effects of specific drugs or drug types on the anatomy and physiology of the brain and the body. These educational materials also highlight ways in which these drug-induced changes affect both behaviors and emotions. The background information and lesson plans contained in this guide, when used in combination with the magazines in the series, will promote an understanding of the physical reality of drug use, as well as curiosity about neuroscience. The guide presents background information on brain anatomy, nerve cells and neurotransmission, and the effects of drug abuse on the brain. It also suggests a brain anatomy educational activity that can be used throughout the curriculum as well as additional activities for each of the eight drug topics. Appendixes offer resources, a reading list, and reproducibles. (SM)

ED 447 128   SP 039 611

Wenglinsky, Harold
How Teaching Matters: Bringing the Classroom Back into Discussions of Teacher Quality.
SPONS. AGENCY- Milken Family Foundation, Beverly Hills, CA.
PUB DATE- 00
NOTE- 41p.

Russell, Michael
Using Expected Growth Size Estimates To Summarize Test Score Changes. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Based on "Using Expected Growth Size Estimates To Summarize Test Score Changes" by Michael Russell, "Practical Assessment, Research & Evaluation," 7(6).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Achievement Gains; Change; Effect Size; *Evaluation Methods; *Scores; Test Interpretation; *Test Results
IDENTIFIERS- ERIC Digests; *Expected Growth

An earlier Digest described the shortcomings of three methods commonly used to summarize changes in test scores. This Digest describes two less commonly used approaches for examining changes in test scores, those of Standardized Growth Estimates and Effect Sizes. Aspects of these two approaches are combined and applied to the Iowa Test of Basic Skills to demonstrate the usefulness of a third method, termed Expected Growth Size, to examine change in test scores. An expected growth size is more difficult to calculate than the other methods, but it offers three advantages. By expressing change in relation to the standard deviation, growth rates for different tests and different grade levels can be compared directly. Once expected growth sizes are calculated for a given test, they can be transformed easily to more common measurement scales. And once expected growth sizes are transformed to a Normal Curve Equivalent scale, changes in an individual's or a group's mean score can be reported in relation to expected growth. How to calculate expected growth size is illustrated. (SLD)

ED 447 148 TM 031 885

Alcala, Angelo L.
The Preliterate Student: A Framework for Developing an Effective Instructional Program. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Based on an article appearing in "Practical Assessment, Research and Evaluation."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Beginning Reading; *Bilingual Education; Elementary Secondary Education; *Illiteracy; *Immigrants; *Limited English Speaking; *Reading Instruction; *Teaching Methods
IDENTIFIERS- ERIC Digests

A special subgroup of Limited English Speaking students is often referred to as students with limited formal schooling (LFS) or "preliterates" because they have not yet had the opportunity to learn to read. This digest explores important aspects of the LFS student population, defining LFS students and discussing their impact on schools, individualized language development plans, classroom instruction, and the assessment of the LFS student. The LFS student is usually older, aged 12 to 21, and in most cases the LFS student possesses less than 2 years of

IDENTIFIERS- Curriculum Alignment; *South Dakota; *Stanford Achievement Tests

This report presents an analysis of the alignment between the grade level standards of the "South Dakota Standards in Mathematics" (December 1998) and test items from the Stanford Achievement Tests, Ninth Edition (Stanford 9). The tests of interest were: (1) Form S, Primary 2 (grade 2); (2) Form S, Intermediate 1 (grade 4); (3) Form S, Advanced 2 (grade 8); and Form S, Task 3 (grade 11). Two research analysts independently identified matches between the Stanford 9 test items for mathematics and the student knowledge and skills identified in the South Dakota standards. In every case, analysts, after discussion, were able to agree on the most appropriate matches for each test item. Once all test items were matched to the appropriate grade level standards, analysts were able to characterize how such grade level standards were assessed overall by the Stanford 9. Appendix A contains matches of test items with grade level standards. The test item matching is also presented in graph format in Appendix B. (Contains 35 figures and 2 tables.) (SLD)

ED 447 171 TM 032 013

Power, M. A., Ed.
Ethical Standards in Testing: Test Preparation and Administration. White Paper. WERA Professional Publications, Volume 1.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Ethics; *Standards; Teacher Role; *Test Construction; *Testing

This position paper discusses ethical standards in test preparation and administration. Guidelines for creating a situation that will assist students in doing their best on tests are included. These standards were developed in a series of seminars sponsored by the Washington Educational Research Association in 1998-1999. The standards stress that it is appropriate to communicate to students, parents, and the public what the test does and does not do, when and how it will be administered, and how the results may be used appropriately. It is also stressed that it is appropriate to teach to the state's curriculum standards. Other ethical practice are outlined. Before the test it is considered inappropriate to use any published test preparation material that names a specific test and promises to raise scores on that test by targeting knowledge or skills from specific test items. Other unethical practices, including some related to test security, are described. Unethical and inappropriate practices during testing are outlined. Guidelines for test preparation and administration include suggestions about the teacher's role and the principal's role. (Contains 18 references.) (SLD)

ED 447 172 TM 032 014

Elmore, Richard F., Ed.; Rothman, Robert, Ed.
Testing, Teaching, and Learning: A Guide for States and School Districts.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Spencer Foundation, Chicago, IL.; Grant (W.T.) Foundation, New York, NY.; Office of Educational Research and Improvement (ED),

purpose of this research was to study the impact of pooling effect sizes on the homogeneity test in effect size analyses. Simulations were conducted to study the effects of pooling effect sizes on Type I error rate and power of the Q test for varying sample size (N), number of studies (k), and proportion of pooling effect sizes (p) in the k studies. Simulation results show that composite meta-analysis seems to have smaller Type I error than typical meta-analysis. The difference in Type I error between typical and composite meta-analysis is relatively big when sample size or number of studies is large. Composite meta-analysis always has greater Type II error and smaller power than typical meta-analysis. These results mean that more caution is necessary when pooling effect sizes. (Contains 2 tables, 3 figures, and 16 references.) (SLD)

ED 447 193 TM 032 082

Ediger, Marlow
High Stakes Testing and Student Achievement.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Faculty Development; *High Stakes Tests; Parent Role; *Student Evaluation; *Test Use

The effects of high stakes testing may be critical in the lives of public school students and may have many consequences for schools and teachers. There are no easy answers in measuring student achievement and in holding teachers accountable for learner progress. High stakes testing also involves responsibilities on the part of the principal who must involve teachers in quality in-service education programs to offer the best in student education. Parents too have a vital part to play in the current high stakes testing movement, and they should learn what the test means and how to prepare their child. Motivation in test taking is a real problem. Student anxiety is one of the factors that must be considered. When the stakes are low, more energy might be available for test taking. Much research and development will be needed to resolve questions about high stakes tests. (SLD)

ED 447 194 TM 032 083

McMillan, James H.
Examining Categories of Rival Hypotheses for Educational Research.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Educational Research; *Hypothesis Testing; *Test Interpretation; *Validity

Implicit in the work of S. Huck and H. Sandler (1979) is the idea that the concept "rival hypotheses" refers to some kind of alternative explanation. Rather than being threats to internal validity, rival hypotheses, in their view, are interpretations school students tested in 1997-1998 and 1998-1999 (242,897 students) were extracted from the SAT Program files and their performance analyzed. Differences in demographics were noted for the middle school students. For example, about 52% of the seventh and eighth graders were male, with 48% female, compared with the college bound senior cohort where about 46% are male and 54% female. Analyses also reveal that the performance of middle school students covered the entire range of SAT scale, with the majority falling within a narrow score range compared to the college bound cohort. Eighth graders outperformed seventh graders on both verbal and mathematics as evidence by substantially higher scores. In addition, the mean scores for eighth graders on mathematics were higher than those for the college bound cohort. (Author/SLD)

ED 447 214 TM 032 122

Headrick, Todd C.; Vineyard, George
An Empirical Investigation of Four Tests for Interaction in the Context of Factorial Analysis of Covariance.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Analysis of Covariance; *Evaluation Methods; *Factor Analysis; *Interaction; Nonparametric Statistics
IDENTIFIERS- Type I Errors

The Type I error and power properties of the parametric F test and three nonparametric competitors were compared in terms of 3 x 4 factorial analysis of covariance layout. The focus of the study was on the test for interaction either in the presence or absence of main effects. A variety of conditional distributions, sample sizes, levels of variate and covariate correlation, and treatment effect sizes were investigated. The Puri and Sen (M. Puri and P. Sen, 1969) test had ultra-conservative Type I error rates and power losses when main effects were present. The adjusted rank transform (R. Blair and H. Sawilowsky, 1990; K. Salter and R. Fawcett, 1993) had liberal Type I error rates when sampling was from moderate to extremely skewed distributions. The Hettmansperger (T. Hettmansperger, 1984) chi-square test displayed acceptable Type I error rates for all distributions considered when sample sizes were 10 or 20. It is suggested that the Hettmansperger test be considered as an alternative to the parametric "F" test provided sample seizes are relatively equal and at least as large as 10. (Contains 13 tables and 23 references.) (Author/SLD)

ED 447 215 TM 032 123

Morris, Don R.
Assessing the Implementation of High Stakes Reform: Aggregate Relationships between Retention Rates and Test Results.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Educational Change; Elementary Education; *Elementary School Students; *Grade Repetition;

with many such agencies, WestEd identified stressors that included funding problems, unrealistic expectations about programs, racial and class tensions, lack of organizational capacity and support, and problems in program development and collaboration. The term "battered agency syndrome" was coined to explain some of the difficulties observed in struggling social service agencies. These agencies, like the families they work with, need practical and emotional supports that include: (1) assessing organizational and staff wellness before collaborative work begins; (2) encouraging founders to provide resources for an organizational therapist to nurture the development of a healthy infrastructure; (3) assessing and developing cultural competence among collaborating agencies; (4) using funders to provide resources for staff skill development, burnout prevention, and cross training; (5) training supervisory staff in reflective supervision; and (6) participating in strategic planning processes. (Contains 53 references.) (SLD)

ED 447 236   UD 033 855

Vernez, Georges; Krop, Richard
Projected Social Context for Education of Children: 1990-2015.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Context Effect; Educational Attainment; *Elementary School Students; Elementary Secondary Education; Enrollment Trends; *Ethnicity; *Futures (of Society); Parents; *Racial Differences; *Secondary School Students; *Social Change; Social Class; Social Influences

This report, commissioned by the College Board's National Task Force on Minority High Achievement, contains an analysis of possible changes in the racial and ethnic composition of the student-age population in the United States between 1990 and 2015. The data are presented disaggregated by social class, as measured by parent education and family income levels, and by native-born/immigrant status. To project the student population by 2015, a systemic and dynamic model of the flows of the U.S. population through the U.S. primary, secondary, and postsecondary education system was used. The model was calibrated using the educational transition probabilities and educational attainment measured in the 1992, 1993, and 1994 Current Population Surveys of the U.S. Census. A least squares regression technique was used to project family incomes in 2015, and a method was developed to assign the projected 2015 population aged 0-17 to families by the income and education of their presumed parents. Projections of the number of children that will be reared by parents with four different levels of education are included, along with projections of the number of children by family income quartile. All racial and ethnic adult groups are projected to increase their educational attainment, but disparities in educational attainment between racial and ethnic groups are also projected to increase. Four appendixes discuss: (1) in-school and out-of-school transition probabilities; (2) births, death rates, and annual immigration flows; (3) family income estimates model; and (4) children per adult, per educational attainment, and family income. (Contains 14 tables.) (SLD)

ED 447 237   UD 033 856

collection of multimedia documents and/or other hypermedia composites. The Hypermedia Composite Data Model allows the possibility of defining many different "classes" of educational applications, to best match the requirements of a particular application. The architecture, components and functions of the Structure Editor, a system that implements the Hypermedia Composite Data Model, are described. Includes six figures. (AEF)

ED 446 738 IR 020 367

Kayashima, Michiko; Okamoto, Toshio
Tutee's Reflective Thinking of Tutor's Response Produces Monitoring.
PUB DATE- 99
NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cooperative Learning; Educational Research; Metacognition; *Tutoring; Tutors
IDENTIFIERS- Cognitive Research; Cognitive Sciences; Reflective Thinking

A number of researchers in cognitive science have proposed reasons as to why collaborative learning is more efficient than learning alone. The study of collaborative learning has shifted in focus to the relationship between the process of collaboration itself and the learning results. This study focuses on the latter. The study proposes two elements that were encountered during analysis of cross-age tutoring investigations. The first is that both learners' questions and tutors' advice is representative of their externalized metacognitive experience. The second is the manner in which interaction between learners and tutors develops the learner's monitoring abilities. If learners notice differences in meaning in the responses tutors give to learners' questioning and perform conscious cognition of the tutor's externalized metacognitive experiences, the learner's reflective thinking caused by the tutor's responses produces the learner's monitoring as affected by the tutor's criterion. (AEF)

ED 446 739 IR 020 368

Koppi, A. J.; Chaloupka, M. J.; Llewellyn, R.
Computer Mediated Courseware Development and the Academic Culture.
PUB DATE- 99
NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

needed to have a story-based emphasis in what was communicated; (3) whatever was being taught, the student needed to appreciate that an individual could and should hold in their mind more than one way of viewing reality at the same time; (4) the material presented needed to be seen as relevant to the student's own personal life and seen as useful for their personal growth; and (5) the course must, to a significant degree, be experiential and interactive. Lessons learned from creating the telecourse are considered. (Contains 26 references.) (MES)

ED 446 758 IR 020 392

Bazillion, Richard; Braun, Connie; Matter, Christa; Murphy, J. William; Pevas, Mary Ann; Svingen, Bruce
Really Using the Web for Learning and Teaching in Higher Education.
PUB DATE- 00
NOTE- 10p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383. Figures are not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; Computer Uses in Education; Distance Education; Economics; Higher Education; Instructional Design; *Instructional Development; Management Information Systems; Physical Education; Student Attitudes; Teacher Attitudes; *World Wide Web
IDENTIFIERS- *Course Development; Online Courses; Winona State University MN

This paper highlights four World Wide Web-based courses that were developed by faculty members at Winona State University (Minnesota). The courses were in the fields of physical education and recreation, administrative information systems, economics, and chemistry. The faculty members' experiences and student reactions are described. (MES)

ED 446 759 IR 020 393

Steffa, John A.
Introduction to Music Theory and Aural Skills: A Study in Developing an Interactive Music Learning Environment for the Internet.
PUB DATE- 00
NOTE- 9p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Comparative Analysis; *Computer Uses in Education; Educational Technology; Higher Education; *Instructional Design; *Instructional Development; Interaction; *Music Education; *Music Theory; World Wide Web
IDENTIFIERS- *Course Development; HTML; Java Programming Language; Learning Environments; Murray State University KY; *Online Courses

In the Fall of 1998, a World Wide Web course called "Introduction

IDENTIFIERS- Access to Technology; *Connectivity; Information Infrastructure

This study, sponsored by the U.S. National Commission on Libraries and Information Science, sought to: (1) provide longitudinal data regarding the percentage of public libraries connected to the Internet; (2) provide longitudinal data regarding the percentage of public libraries that provide graphical public access Internet services; (3) provide longitudinal data regarding the speed of library public access Internet services; (4) explore the funding sources that support public library Internet connectivity and information technology infrastructure development; (5) explore the level of use of online database resources, blocking technologies, and special software/hardware for individuals with disabilities by public libraries that provide public Internet access service; (6) explore the extent and nature of library public access Internet acceptable use policies; and (7) explore the extent and nature of library Internet training services offered by libraries to various types of library users and staff. Data were collected by a survey mailed to a sample of 1,500 public library outlets in May 2000. This report summarizes key findings by metropolitan status and poverty level. Data tables and the survey form are appended. (MES)

ED 446 781 IR 057 926

McClure, Charles R.; Bertot, John Carlo
Public Library Internet Services: Impacts on the Digital Divide. Stage I Final Report.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Computers; *Access to Information; *Data Collection; Databases; *Internet; *Library Services; Library Surveys; Models; *Public Libraries
IDENTIFIERS- *Access to Technology; Connectivity; E Rate (Internet)

This report provides preliminary findings and a summary of study activities for Stage I of a project that examined public library Internet services that could impact the Digital Divide. The first section discusses the E-rate program and the Digital Divide, including closing the gap in the Digital Divide and public library Internet connectivity and the Digital Divide. Stage I tasks and objectives are presented in the second section, including assessing various data sources that describe the pubic library's role and impacts on the Digital Divide and conducting preliminary site-based data collection at selected state libraries, public libraries, and consortia. The third section assesses databases as per their usefulness in describing public library Internet services and their impact on the Digital Divide. Data collection at selected state libraries and public libraries is described in the fourth section, including objectives, selecting the states, key findings, importance of leveraged funding, impacts and benefits, issues and barriers, and possible models. The final section considers the next steps for the project. Appendices include a report on available data from the Schools and Libraries Division and the Gates Technology Inventory, a chart of research questions and study areas, and preliminary impact models of public library Internet and technology infrastructure funding. (MES)

ED 446 782 JC 000 720

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Development; *Educational Practices; Educational Strategies; *Postsecondary Education as a Field of Study; *Teacher Education; Two Year Colleges
IDENTIFIERS- *Princeton University NJ

This document contains eleven essays by fellows in the Mid-Career Fellowship Program at Princeton University (New Jersey). The essays in this document were published in June of 2000. The following articles and their respective authors are contained in this document: "Do You Hear What I Hear? Or Teaching Music Listening Skills in Music Appreciation Classes," by Roger Briscoe; "Assessment and Evaluation Issues in Technology Planning at the Community College," by John M. Cohn; "Bridging the Gap Between Traditional Fine Arts and Computer Generated Art," by Diana S. Grimes; "Distance Learning in Higher Education: Road to Ruin or Soul of the New University," by Susan Khodabakhshi; "The Changing Aspects of Photography: An Educator's Notes," by Geanna Merola; "The Use of Case Studies in the Microbiology Laboratory Experience," by Jeanie S. Payne; "Faculty Rage: When Professors Go Postal," by Robin Schore; "The Continuing Crisis in Remedial Mathematics," by Kathy Shay; "The Quest for Early Childhood Literacy," by Susan Stock, "Ending Basic Skills as We Know It," by Ron Topham; and "The Interview as a Teaching/Learning Exercise," by Carroll L. Wilson. (VWC)

ED 446 802 JC 000 742

Current Operating Income and Expenditures: Oklahoma State Colleges and Universities, Fiscal Year 1997-98.
PUB DATE- 99
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; *Expenditures; Financial Support; Higher Education; *Income; Operating Expenses; *State Aid; *State Colleges; *State Universities; Tables (Data)
IDENTIFIERS- *Oklahoma

This report contains analyses of income and expenditures for Oklahoma state colleges and universities for the fiscal year 1997-98. Educational and General Part I Income was reported at $751,750,307 for the 25 Oklahoma institutions for 1997-98, an increase of 7.3% from income reported for the preceding year, and 25.7% over the previous three years. The proportion of Educational and General income from student fees has increased from 25.1% in 1994-95 to 27.2% in 1997-98. From 1994-95 through 1997-98, state appropriated funds have decreased as a percentage of total educational and general income from 64.1% to 62.4%. Total Educational and General income grew by 25.7% between 1994-95 and 1997-98. The largest annual increase was 13.5% in 1996-97. Total student fee revenue increased 36.1% over the four-year period compared to an increase of 22.3% in state appropriations. State appropriations per full-time enrollment student in 1997-98 increased $932.34 or 27.1% from 1994-95. Student fee revenue per full-time enrollment student in 1997-98 increased $557.86 or 41.4% from 1994-95. During the fiscal year 1997-98, Oklahoma's 25 state-supported colleges and

ED 446 823 PS 028 908

May, Helen
Mapping Some Landscapes of Colonial-Global Childhood.
PUB DATE- 00
NOTE- 16p.; Paper presented at the European Conference on the Quality of Early Childhood Education (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Agents; *Child Advocacy; Foreign Countries; History; Maori (People); *Preschool Education; *Sociocultural Patterns; *Young Children
IDENTIFIERS- Historical Background; New Zealand

Early childhood institutions underwent a dramatic transformation in the twentieth century, with the perceptions of children not attending preschool reflecting shifts in political, educational, and social opinions regarding the best place for the rearing and education of young children. This lecture presents some historical "maps" of early childhood institutions with particular reference to New Zealand. The landscapes for the "maps" is multi-layered--a backdrop of the colonial values held by Europeans toward Maori people, the global connections of New Zealand, and the personal perspective of the author. The "maps" portray: (1) some views of Europeans toward the Maori; (2) constructions of childhood, constructed differently for the indigenous "minority" Maori child and the colonial "majority" Pakeha child; (3) political, pedagogical, and economic frames that have shaped the gaze of the state concerning early childhood institutions; (4) the interplay between dreams for social change by early childhood advocates, rationales for social order underlying political patronage, and occasional windows where change is possible; and (5) reflections on the contradictory dynamics of the politics of early childhood policy during the last decade. The paper concludes by asserting that unless early childhood advocates are active in the construction of the current "map" for early childhood, there is danger of early childhood becoming the site of experimentation with someone else's blueprint. Contains 21 references. (KB)

ED 446 824 PS 028 916

Early Childhood: Years of Promise, Parts 1 & 2. Profiles in Education Series. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Case Studies; Child Development; Community Programs; Cooperation; *Day Care; *Infants; Integrated Services; *Models; *Preschool Education; Videotape Recordings; Young Children
IDENTIFIERS- Business Community Relationship; Child Care Costs; Connecticut (Stamford); Family Support

Noting a Carnegie report pointing out changes in children's lives, including working mothers and poor quality care, this videotape provides educators, librarians, and parents

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Home Programs; *Home Schooling; *Mathematics Instruction; *Nontraditional Education; Parent Student Relationship; *Parents as Teachers; Reading Habits; Reading Materials; Secondary Education; *Writing Instruction

This booklet is the third in a series designed to assist parents who are home-schooling their adolescent children and focuses on providing instruction and experiences in reading, writing, and mathematics. The articles in this booklet are: (1) "Developing a Writer's Toolkit," discussing ways to incorporate techniques used by successful writers to develop a writing toolkit for adolescents; (2) "Encouraging Reading," making suggestions for stimulating teenagers to try more diverse and challenging reading materials; (3) "Rethinking Midschool/High School Math," contrasting traditional and integrated mathematics instruction and recommending an approach integrating textbook math with hands-on and recreational math; and (4) "Ten Counter-Intuitive Math Teaching Tips for Families with Older Kids." (KB)

ED 446 844 PS 028 966

Cohen, Cafi
Happily Homeschooling Teens: Beyond the Three R's.
PUB DATE- 00
NOTE- 20p.; For related documents, see PS 028 963-968.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Community Programs; Genealogy; *History Instruction; Home Programs; *Home Schooling; Nontraditional Education; Parent Student Relationship; Parents as Teachers; *Physical Education; *Science Instruction; Second Language Instruction; *Second Language Learning; Secondary Education; Secondary School Science

This booklet is the fourth in a series designed to assist parents who are home-schooling their adolescent children and focuses on teaching a foreign language, history, science, and physical education. The articles in this booklet are: (1) "Habla Espanol? Tackling Foreign Language," examining effective and ineffective foreign language instruction experiences, current instructional materials, and strategies recommended by foreign language hobbyists; (2) "History for Everyone: Beyond Names, Dates, and Places," examining how adolescent history study differs from that by younger children, and discussing creative approaches to studying history; (3) "Learning and Doing Science," examining the dichotomy of classroom science and real world science and providing suggestions for approaches to science with teenagers; and (4) "Lifetime Fitness," focusing on accessing sports and lifetime fitness opportunities within the community. (KB)

ED 446 845 PS 028 967

Cohen, Cafi
Happily Homeschooling Teens: High School Requirements & College Admissions.
PUB DATE- 00
NOTE- 19p.; For related documents, see PS 028 963-968.

ED 446 864 PS 028 998

Sharma, Amina
Create Your Own Amazing Arthur Event.
SPONS. AGENCY- Department of Education, Washington, DC.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 97
NOTE- 25p.; For related documents, see PS 028 991-997. Illustrated by Marc Brown.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Television; *Community Programs; Early Childhood Education; Learning Activities; Program Descriptions; *Young Children
IDENTIFIERS- *Arthur (Television Series); Public Broadcasting

Since 1996, the "Arthur" program on the Public Broadcasting System (PBS) has featured stories about the challenges of childhood for children ages 3 through 8, illustrating problem-solving and communication skills as well as the importance of self-respect and respect for others. This booklet provides creative ideas for ways to incorporate "Arthur" books and television episodes into children's activities or events held at television stations, libraries, community organizations, museums, or schools. The booklet includes episode descriptions from the program's first and second seasons on PBS, a list of "Arthur" books, and suggestions for having an "Arthur Day," holding an Arthur contest, and creating an Arthur club. The guide also presents suggestions regarding location, volunteers, partnerships, and promotion. Also included is an "Arthur" coloring sheet and mask, information on Arthur resources, the Arthur style and trademark, use of the Arthur costume or inflatable for events, and Arthur-related merchandise. (KB)

ED 446 865 PS 028 999

Brooks-Gunn, Jeanne; Currie, Janet; Besharov, Douglas J.
Early Childhood Intervention Programs: What Are the Costs and Benefits? Congressional Research Briefing Summary.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Effectiveness; *Early Intervention; Educational Policy; Outcomes of Education; Preschool Children; *Preschool Education; *Program Effectiveness; *Public Policy
IDENTIFIERS- Project Head Start

While recent research in cognitive development suggests that the period from birth to age 3 provides a unique opportunity for interventions to change the life-course of children, there is great disagreement regarding the best means of allocating public funds toward early childhood intervention. Further, there is little research into the long-term effects of early education programs for disadvantaged children. This report summarizes the remarks of three nationally recognized scholars discussing these and other topics at a Congressional Research Briefing "Early Childhood Intervention Programs: What Are the data deficiencies; and community partnerships (school councils and Indigenous decision making). More than 150 recommendations are offered. Appendices include lists of reports and submissions used, the research methodology, the school questionnaire, Indigenous education expenditures, and a list of bilingual programs and Indigenous Australian languages used. (Contains 61 references and 33 data tables and figures.) (SV)

ED 446 883 RC 022 666

Rothenberg, Daniel
With These Hands: The Hidden World of Migrant Farmworkers Today.
PUB DATE- 98
NOTE- 334p.; Foreword by Robert Coles.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Agriculture; Braceros; Child Labor; Disadvantaged; *Farm Labor; Interviews; *Migrant Children; Migrant Education; Migrant Housing; *Migrant Workers; *Personal Narratives; Politics; Poverty; Undocumented Immigrants; United States History; *Work Environment
IDENTIFIERS- *Social Justice

Based on over 250 interviews across North America, this book portrays the farm labor system through the stories of migrant workers, the growers and contractors that hire them, and those on the front lines of immigration policy. The first two chapters describe the life of migrant workers and tell the history of the structural inequities that define our farm labor system. The next two chapters present the growers' and contractors' perspectives, followed by a chapter on the U.S./Mexican border. The following four chapters take a closer look at farm labor camps, the social pressures of changing demographics in rural towns that are experiencing new waves of immigrants, farmworker politics, and farmworker unions. A chapter on migrant children describes how they grow up in a world defined by continual uncertainty; where a family lives and what school the children attend are determined by the shifting demands of agricultural labor. Families are often very close from continually working together, but the immediacy of daily life often obscures the long-term value of education. Migrant children miss a lot of school, there is no continuity in their education, and they often work to help support their families. A chapter describing changes in rural Mexican life due to the massive movement of farmworkers back and forth across the border is followed by a plea for restructuring America's farm labor system to reflect the nation's ideals of equality and progress. (Contains an index and photographs.) (TD)

ED 446 884 RC 022 667

Portales, Marco
Crowding out Latinos: Mexican Americans in the Public Consciousness.
PUB DATE- 00
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ethnic Relations; Ethnic Status; *Mass Media Effects; *Mexican American Education; *Mexican American

summarized for the preservice teachers' responses on length of a plastic straw and a mass measurement of water placed in a 50mL glass cylinder. (YDS)

ED 446 903 SE 063 721

Jackson, Shari L.; Stratford, Steven J.; Krajcik, Joseph S.; Soloway, Elliot
Model-It: A Case Study of Learner-Centered Software Design for Supporting Model Building.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Michigan Univ., Ann Arbor.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Simulation; Computer Software Development; *Computer Uses in Education; Educational Technology; High Schools; Instructional Design; *Instructional Materials; *Models; Multimedia Materials; Science Education; *Scientific Methodology

Learner-centered software design (LCSD) guides the design of tasks, tools, and interfaces in order to support the unique needs of learners: growth, diversity and motivation. This paper presents a framework for LCSD and describes a case study of its application to the ScienceWare Model-It, a learner-centered tool to support scientific modeling and simulation. The complex task of constructing and testing models helps scientists develop their understanding of natural systems. With Model-It, students use learner-centered modeling tools to easily construct, verify, and analyze qualitative models, using a dynamic and photo-realistic interface. Findings suggest that high school students who know nothing about computer modeling can quickly build and test simple models, and that various components of the software design intentionally support the task of modeling by meeting specific learner needs. (Contains 11 references.) (Author/YDS)

ED 446 904 SE 063 736

Cartier, Jennifer
Assessment of Explanatory Models in Genetics: Insights into Students' Conceptions of Scientific Models. Research Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Evaluation; Genetics; High Schools; *Instructional Effectiveness; *Models; Problem Solving; Science Education; *Scientific Methodology; *Scientific Principles; *Teaching Methods

Past research in a high school genetics classroom has shown that groups of students solving computer-generated genetics problems differed in their application of assessment criteria to the tentative models they generated, and that consistent application of certain model-assessment criteria correlated with success in proposing adequate explanatory models. This paper describes a study in which classroom instruction in one high school class was focused on four specific model-assessment criteria: two involving fit between data and model, and two involving conceptual consistency, or fit within the model

April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Foreign Countries; High School Students; *Learning Processes; *Observation; Process Education; *Science Curriculum; Science Experiments; *Science Instruction; Science Process Skills; Science Teachers; *Secondary School Teachers
IDENTIFIERS- Australia; New Zealand; United Kingdom

This study investigates the ideas and beliefs of a small group of high school science teachers about student observations in the science classroom. Student views on science classroom observations have been previously reported on, but teachers and their students' ideas about observation is a very little researched area in science education. There are a significant number of students that do not consider observation relevant in the science learning process. The data for this study was collected from teachers and students in three 10th grade science classes. (Contains 13 references.) (YDS)

ED 446 928 SE 063 952

Bradford, Cristine S.; Dana, Thomas M.
Changes in Prospective Science Teachers' Conceptions and Practices during Field Experiences.
PUB DATE- 98
NOTE- 47p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Constructivism (Learning); Educational Change; *Educational Experience; High Schools; Higher Education; Mentors; Science Teachers; *Student Teachers; *Student Teaching; Teacher Education; Teacher Role; Teaching Methods
IDENTIFIERS- *Conceptual Change; Conceptual Frameworks

This paper reports on a case study that examined the development of two high school science student teachers. Teacher education programs are having difficulties helping preservice teachers develop the necessary skills required for the implementation of the contemporary vision of science instruction. Student teaching experience maintains the most important part of the teachers' preparation programs, although the student teachers are criticized for a lack of strong theoretical and conceptual framework. The understanding of preservice teachers' beliefs is an essential element in their education because of their effects on the prospective teacher's perception of classroom practice. This research investigates these questions: (1) What are the conceptions of teaching science held by participants?; (2) How do these conceptions change as participants progress through pre-student teaching and student teaching?; (3) What is the role of pre-student teaching and student teaching in the construction of these conceptions from the perspective of the participants?; and (4) In what ways did the pre-student teaching and student teaching experiences constrain or support the development of conceptual change pedagogy among participants? (YDS)

ED 446 929 SE 063 953

*Plants (Botany); Science Activities; Science Experiments; Videotape Recordings
IDENTIFIERS- *Flowers; *Fruits; Life Cycles

What do plants require in order to survive? In All About Caring for Plants, join young plant enthusiasts as they investigate what plants need to grow from seedlings to healthy adult plants. Discover the basic necessities of a variety of plants, including sunlight, water, appropriate temperature and proper nutrients. Learn how to provide the proper amount of these elements to enhance a plant's ability to grow strong and healthy. Kids also find out how changes in the environment can influence a plant's growth in an exciting, hands-on activity. This title correlates to the National Science Education Standards for Life Science - characteristics of organisms, life cycles of organisms and organisms & environments. This title includes a teacher's guide featuring additional information on the topic, vocabulary words, discussion questions, follow-up activities and lists of recommended books and Internet resources. (ASK)

ED 446 953 SE 064 106

All about Plant & Animal Interdependency. Plant Life for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 105-109. Videotape designed for grades K-4.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Animals; *Botany; Ecology; Elementary Education; Environment; *Environmental Influences; Hands on Science; *Plants (Botany); Science Activities; Science Experiments; Videotape Recordings
IDENTIFIERS- Carbon Dioxide; *Life Cycles; Oxygen; Seeds

Plants provide oxygen, food, shelter, medicine and more for all animals, including humans. In fact, people depend on plants for their very survival just as plants rely on animals! In All About Plant & Animal Interdependency, join aspiring botanists as they discover how plants and animals interrelate. Learn about the constant exchange of gases in the oxygen-carbon dioxide cycle. Discover the amazing way plants provide energy to all of the Earth's inhabitants through the process of photosynthesis. Find out how animals play an important role in plant reproduction and how they are instrumental in dispersing plant seeds. In a hands-on experiment, kids learn how animals transport a seed to new locations. This title correlates to the National Science Education Standards for Life Science -- characteristics of organisms, life cycles of organisms and organisms & environments. This title includes a teacher's guide featuring additional information on the topic, vocabulary words, discussion questions, follow-up activities and lists of recommended books and Internet resources. (ASK)

ED 446 954 SE 064 107

All about Plant Pollination: Fruit, Flowers & Seeds. Plant Life for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 105-109. Videotape designed for grades K-4.
LANGUAGE- English

between critical math and science skills and learner program outcomes from the NWCET IT Core Curriculum is also included. This document supports the review, evaluation, and integration of math and science skills in IT education and training programs. (ASK)

ED 446 976 SE 064 226

Simon-Brown, Viviane; Faast, Tony
Regaining Public Trust.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biology; Conservation Education; Decision Making; Environmental Influences; Ethics; *Natural Resources; *Trust (Psychology)
IDENTIFIERS- Leopold (Aldo); *Professional Ethics

"An ethic may be regarded as a mode of guidance for meeting ecological situations so new or intricate 'that the path of social expedience is not discernible to the average individual'. Ethics are a kind of community instinct in the making." Fifty years after Leopold penned those words, the human component of natural resource science is so new and intricate that the path of social expediency is indeed not discernible. One definable ethic is the mode of guidance for effectively meeting the social dimensions of natural resource decision-making of the future. By expanding the philosophy of Leopold's land ethic, the universal principles of being fair, open, and honest are what underlie the apparent success or failure of current public/natural resource interactions. Drawing on extensive public process experience, it is suggested that if natural resource professionals as a community embrace the fair, open, and honest philosophy as the cornerstone of public process, then Leopold's mode of guidance will have been defined for the coming century. (YDS)

ED 446 977 SE 064 232

The University of Chicago School Mathematics Project, 2000-01.
PUB DATE- 00
NOTE- 16p.; For 1998-1999 report, see ED 433 198.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Mathematics Education; Program Descriptions
IDENTIFIERS- *University of Chicago School Mathematics Project

This document provides information about the University of Chicago School Mathematics Project (UCSMP). UCSMP began by examining the curricula of other countries for proven ideas and methods, creating textbooks and training programs at both the elementary and secondary level, and engaging in extensive evaluations of its own work. This publication presents an overview on the developments of UCSMP over the years and UCSMP activities from 1983-2000. Materials available from UCSMP and contact information are also included. (ASK)

ED 446 978 SE 064 233

Lukens, Jeffrey D.; Feinstein, Sheryl

constraints involved in making industries more closely resemble ecosystems in their productive and consumptive processes. Activities in the module are designed to address these themes through more specific scenarios, such as product life cycle analyses and the examination of local businesses. The module contains 6 figures, a guide, a summary, an overview, a glossary, references for all units, supporting materials, and suggested readings. It is divided into thematically coherent units, each of which consists of background information, teaching suggestions, student worksheets, and the answers expected for each activity. (BT)

ED 447 003   SO 031 094

Hilbert, Sarah; Lawson, Victoria
Global Change and Urbanization in Latin America. Hands-On! Developing Active Learning Modules on the Human Dimensions of Global Change.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 136p.; Module developed for the AAG/CCG2 Project "Developing Active Learning Modules on the Human Dimensions of Global Change." For related items, see SO 031 087, SO 031 089-093, and SO 031 096.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Demography; Developing Nations; Foreign Countries; Global Approach; Higher Education; Human Geography; *Rural to Urban Migration; Socioeconomic Influences; Thematic Approach; Thinking Skills; Undergraduate Study; *Urbanization
IDENTIFIERS- *Global Change; *Latin America

This learning module aims to engage students in problem solving, critical thinking, scientific inquiry, and cooperative learning. The module is appropriate for use in any introductory or intermediate undergraduate course that focuses on human-environment relationships. The module examines how social, economic, political, and environmental forces operating at the global scale are linked to rapid urban changes in Latin America. After exploring spatial patterns and temporal trends in urbanization, the module focuses on the factors driving rural-to-urban migration. It emphasizes the local level experience of global forces, considering the decision to move, gender issues, concerns of native peoples, and quality of life in the urban environment. The module contains a guide, 6 tables, 2 figures, a list of acronyms, a summary, an overview, a glossary, references for all units, supporting materials, and an appendix with suggested readings. It is divided into thematically coherent units, each of which consists of background information, teaching suggestions, student worksheets, and the answers expected for each activity. (BT)

ED 447 004   SO 031 096

Meade, Melinda S.; Washburn, Sarah; Holman, Jeremy T.
Human Health in the Balance. Hands-On! Developing Active Learning Modules on the Human Dimensions of Global Change.
PUB DATE- 97
NOTE- 181p.; Module developed for the AAG/CCG2 Project "Developing Active Learning Modules on the Human Dimensions of Global Change." For related items, see SO 031 087 and SO 031 089-094.

can and should be an integral part of the academic curriculum. This collection contains units of study that were written to exemplify some of the many ways that these themes might be taught in preK-12 Massachusetts classrooms. Using the standards of the Massachusetts Curriculum Frameworks as their core, these units explore the ethical dimensions of literary and artistic works, as well as incidents from history and contemporary life. According to the collection, each work is important in its own right, and each offers students, teachers, and parents a reason to talk about the expression of ideas, the dynamics of conflict and cooperation, and humanity's search for understanding of the meaning and purpose of life. Although the units are presented as separate entities in the collection, they would be most effective when used as part of a coordinated school program that involves parents and the community, and which is organized around the exploration of important human themes and character traits. The collection contains sample units for the elementary level, for the middle school level, and for the high school level. Each unit includes information on the standards it addresses, on teaching the unit, on extension, on assessment, on materials and resources needed, and on additional resources. (BT)

ED 447 025 SO 032 244

North Carolina Standard Course of Study and Grade Level Competencies: Social Studies K-12. Revised.
PUB DATE- 00
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Anthropology; Civics; Economics; Elementary Secondary Education; Geography; History; Political Science; *Public Schools; *Social Studies; *State Curriculum Guides; *State Standards
IDENTIFIERS- National Social Studies Standards; *North Carolina

The revised North Carolina Standard Course of Study has moved from a detailed, prescriptive curriculum guide to a more flexible instructional guide, emphasizing what students should know and be able to do as they progress through various levels of proficiency and ultimately exit from high school. The revised curriculum focuses on themes and concepts rather than isolated facts. Based on recent research on how students learn, it emphasizes thinking skills and problem solving more than the memorization and recall of information. This social studies guide contains the following components: "Social Studies Overview," "Purpose and Philosophy," "Framework Goals," "Rationale for Social Studies," "Content Overview: The Role of Disciplines in the Curriculum," "Rationale for Content Organization," "Recommended Content Sequence," "Skills in the Social Studies Curriculum," "Introductions to Grade Spans," "Grade or Course Overviews," "Goals and Objectives," and "Skill Application Examples." The second part of the guide describes the expected competencies to be achieved in each grade, K-12. (BB)

ED 447 026 SO 032 247

NC Teacher Handbook: Arts Education K-12. Dance, Music, Theatre Arts, Visual Arts. Revised.

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; Foreign Countries; Secondary Education; Social Studies
IDENTIFIERS- Indiana; Latvia; Lithuania

"We the People . . . Project Citizen," an instructional product, involves students in the selection and investigation of important public issues in their community and thus engages students in learning experiences designed to affect positively their civic development, which involves three basic components of democratic citizenship: (1) civic knowledge, (2) civic skills, and (3) civic dispositions. This monograph evaluates the effects of "Project Citizen" on the civic development of adolescent students in Indiana, Latvia, and Lithuania. It contains these chapters: (1) "Introduction to an Evaluation of 'Project Citizen'"; (2) "Historical and Philosophical Foundations of 'Project Citizen'"; (3) "Research on the Civic Development of Adolescents: Relationships to an Evaluation of 'Project Citizen'"; (4) "Methods of an Inquiry to Evaluate 'Project Citizen'"; (5) "Implementation of 'Project Citizen' in Indiana, Latvia, and Lithuania"; (6) "Effect of 'Project Citizen' on the civic Development of Adolescent Students in Indiana, Latvia, and Lithuania"; and (7) "Recommendations on Research, Curriculum, and Instruction." Includes four appendices and a bibliography. (BB)

ED 447 048 SO 032 285

Mukai, Gary
Cooperation in Japan. Grades Kindergarten-Third. Elementary Literature Series, Part 1.
PUB DATE- 90
NOTE- 35p.; For Part II, see SO 032 286. This curriculum unit was developed at Stanford University by the Japan Project/SPICE with funding from the Consulate General of Japan, San Francisco, and the Stanford East Asia National Resource Center (HEA Title VI). Accompanying slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Cross Cultural Studies; Foreign Countries; International Education; *Japanese Culture; *Literature Appreciation; Primary Education; Thematic Approach; Whole Language Approach
IDENTIFIERS- *Japan; *Japanese Literature; Response to Literature

The Stanford Program on International and Cross-Cultural Education (SPICE) represents a long-term effort by Stanford University to improve international and cross-cultural education in elementary and secondary schools. This volume of the elementary literature series focuses on the primary grades; utilizes primary source literature from Japan; features thematic and whole language approaches to literature; and presents fine children's literature and culturally authentic portraits. This volume explores the value of cooperation taught in the Japanese educational system, using the children's book "Oyoge Ooki na Koinobori" ("Fly, Big Carp Streamer"). The volume consists of three lessons, each listing educational objectives, materials needed, and suggestions for teaching ideas and activities. (BT)

ED 447 049 SO 032 286

ED 447 068 SP 039 443

Nolan, Jim

The Influence of the Professional Development School Context on My Practice as a Student Teaching Supervisor: A Personal Narrative.

PUB DATE- 00

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; *Context Effect; Elementary Education; Higher Education; Interpersonal Relationship; Mentors; Partnerships in Education; Personal Narratives; Preservice Teacher Education; *Professional Development Schools; Readiness; Student Teacher Evaluation; *Student Teacher Supervisors; Student Teachers; Teacher Educators; Teacher Role; Teacher Student Relationship

IDENTIFIERS- Goal Setting

This paper explores the university supervisor's role in the Professional Development School (PDS) context, examining the influence of the PDS context on one student teacher supervisor's practice at Penn State University and the surrounding school district. The primary vehicle around which the PDS was structured was a 1-year internship for senior undergraduates who spent that time in an elementary school. Data came from the supervisor's daily journal, field notes, observations, and conference notes. He found that several factors appeared to be quite different in the PDS versus traditional context, including: readiness building; relationships with mentors, interns, and children; stages of development in reflective supervision over time; his knowledge of and focus on individual children; his encouragement of interns to progress at an individually appropriate pace; and the role of goal setting and evaluation. Being able to spend significant time over 1 year with interns and mentors significantly altered their relationships, allowing him to become a co-teacher and colleague as well as a supervisor. He was able to focus the supervisory process on individual children as well as children as a whole. He believes that his effectiveness as a supervisor increased in the PDS context. (Contains 15 references.) (SM)

ED 447 069 SP 039 505

Mizukami, Maria da Graca Nicoletti; Reali, Aline Maria de Medeiros Rodrigues; Reyes, Claudia Raimundo; Martucci, Elizabeth Marcia; de Lima, Emilia Freitas; Tancredi, Regina Maria Simoes Puccinelli; de Mello, Roseli Rodrigues

Professional Development of Elementary School Teachers: Constructing and Analyzing Professional Learning through Public School and University Partnership.

PUB DATE- 00

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Peer Evaluation; Public Schools; *Quality Control; *Teacher Evaluation; Teachers; *Unions
IDENTIFIERS- Professionalism

This study investigated how teachers and their unions reconciled the competing criteria of legitimacy to which they were held accountable (unionism and professionalism), comparatively analyzing peer review-based teacher education programs/policies and the districts and unions supporting them. Researchers examined documentary artifacts for programs nationwide and conducted site visits and interviews in four districts. Interviews involved superintendents' office representatives, union presidents, school board members, peer evaluators, and evaluated teachers. Group interviews were conducted with teachers. Results indicated that teacher peer review programs offered unions an avenue for successfully reconciling the competing criteria for legitimacy, though implementation of peer review programs did not guarantee successful reconciliation. While there were strong supporters of peer review in each district, strong critics were not as evenly distributed. The strongest opposition to peer review within teachers unions occurred at state and national levels. All four programs contributed to the betterment of overall teacher quality, though these contributions were not sufficient to meet the professional criterion for quality. To do so, unions needed to take collective responsibility for self-regulated quality control of their members. Three of the teachers' unions accepted the requisite responsibility, with varying levels of effectiveness and program quality. (Contains 45 references.) (SM)

ED 447 088 SP 039 564

Kelly, Philip P.
A Comparative Analysis of Teacher Peer Review Programs in Four Urban Districts: Professional Unionism in Action.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Consultants; Elementary Secondary Education; Evaluation Methods; Legal Problems; *Peer Evaluation; Public Schools; *Quality Control; Teacher Attitudes; *Teacher Evaluation; Teachers; *Unions; Urban Schools
IDENTIFIERS- Professionalism; Professionalization of Teaching

This paper examines the development and implementation of peer-review-based teacher evaluation programs representing the vanguard of a paradigmatic shift occurring within teachers unions. It explores how teachers and their local unions reconcile competing criteria for legitimacy within the institutions of teacher unionism and professionalism by examining the phenomenon of union-sponsored teacher peer review programs. This case study involved examining documentary artifacts for such programs nationwide and conducting site visits and interviews in four districts. Interviews involved superintendents' office representatives, union presidents, Secondary Education; Faculty Development; *Incentives; Motivation Techniques; Positive Reinforcement; Praise; Professional Recognition; Recognition (Achievement); *Rewards; Self Motivation; *Teacher Motivation; Teachers

This study attempted to (1) expand the dichotomous classification scheme typically used by educators and researchers to describe teaching incentives and (2) offer administrators and teachers an alternative framework within which to develop incentive systems. Elementary, middle, and high school teachers in Ohio rated 10 commonly instituted teaching incentives for teaching performance with respect to level of motivation offered by each. Incentives included: a one-time monetary award; being selected as the district's teacher of the year; receiving funds to attend an instructional workshop; having students thank them for helping them understand a difficult concept; participating in teacher projects; getting early retirement/contract buy-out; observing vast improvement in student achievement levels since the beginning of the year; being awarded a plaque by students; and being permitted to purchase additional classroom equipment and supplies. A factor analytic approach determined the resulting factor structure underlying teachers' ratings. This resulted in a four-factor model, which the paper discusses as an alternative to the dichotomous classification scheme. The conceptual labels attached to the four categories of teaching incentives are student-centered rewards, professional development incentives, school district recognition awards, and financial compensation. (Contains 20 references.) (SM)

ED 447 108 SP 039 587

Kelly, Candace
Predicting the Aspiration To Teach for Paraprofessionals.
SPONS. AGENCY- California Univ., Santa Barbara. Linguistic Minority Research Inst.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Age Differences; Attitude Measures; Career Choice; Elementary Secondary Education; *Individual Characteristics; *Occupational Aspiration; *Paraprofessional School Personnel; Predictor Variables; Racial Differences; Sex Differences; *Teaching (Occupation)
IDENTIFIERS- Los Angeles Unified School District CA

This study investigated factors encouraging or deterring paraprofessionals from pursuing teaching credentials, examining professional characteristics (years of experience, dual language skills, and attitudes toward the profession); personal characteristics (sex, age, marital status, offspring, and race); and access factors (perceived obstacles, provision of financial aid, and the CBEST). The study involved a secondary analysis of data from a 1992 survey for the Latino Teacher Project of the University of Southern California. Over 5,000 paraprofessionals in the Los Angeles Unified School District participated. Few paraprofessionals aspired to become teachers. Males age 26 years and younger were most likely to aspire to teaching. At the elementary level, paraprofessionals were less likely to aspire if they had young children, no or low competence in non-English languages, and over 5 years experience in the district. The main reason for wanting to be a

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Cooperative Learning; Diversity (Student); *Educational Quality; *Faculty Development; Grade 8; Junior High School Students; Junior High Schools; Mathematics Achievement; Mathematics Education; Science Achievement; Science Education; Scores; Secondary School Mathematics; Secondary School Science; Secondary School Teachers; Small Group Instruction; *Teacher Competencies; *Teacher Qualifications; Teaching Methods; *Teaching Skills; Thinking Skills
IDENTIFIERS- National Assessment of Educational Progress

This report study explored how improving teachers' classroom practice could improve teacher quality. Data were examined on 7,146 8th graders who took the National Assessment of Educational Progress (NAEP) mathematics assessment in 1996 and 7,776 8th graders who took the NAEP science assessment in 1996. Three types of teacher quality were measured: teacher inputs (e.g., education levels and years of experience); classroom practices (e.g., use of small-group instruction or hands-on learning); and professional development. Three chapters examine: "Proposals to Improve Teacher Quality and What We Know about Their Effectiveness," "A Portrait of America's Teachers and Their Classroom Practices," and "Linking Aspects of Teacher Quality to Student Test Scores." Results supported the notion that conveying higher-order thinking skills leads to improved student performance and supported the effectiveness of individualizing instruction to accommodate the differing knowledge and skills which different students bring to the classroom. Professional development in cultural diversity and awareness was linked to higher mathematics test scores. There were no benefits from working in small groups, and students suffered academically from lack of point-in-time testing. An appendix describes study methodology. (Contains 26 references.) (SM)

ED 447 129 SP 039 612

Connor, Kathy R.; Killmer, Nadine
Measuring Student Personal and Professional Confidence: The Impact of Two Teacher Preparation Programs.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143).Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Community; *Context Effect; Cooperating Teachers; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Program Effectiveness; Program Evaluation; *Student Teacher Attitudes; Student Teacher Supervisors; *Student Teachers; *Teacher Competencies; Teaching Skills
IDENTIFIERS- *Confidence

This study compared the success of traditionally prepared student teachers with contextually prepared students from Project Opportunity, which was designed to develop a sense of community among student teachers and between student teachers and college faculty and the faculty, staff, and students of partner schools. Groups of students were surveyed each semester as they formal education. The impact of LFS students on a school can be significant because they require special services and teacher professional development. It is recommended that an individualized language development plan be prepared for LFS students to ensure that their special needs are met. The LFS student requires a warm and supportive classroom where the goal is not only to teach literacy skills in the native language, but also to teach meaningful communication in and functional use of the English language. Assessing the progress of such students requires the use of a variety of assessment tools. (Contains 16 references.) (SLD)

ED 447 149 TM 031 963

Stapleton, Laura M.; Lissitz, Robert W.
Evaluating Faculty Salary Equity Using Hierarchical Linear Modeling.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Equal Opportunities (Jobs); Higher Education; *Regression (Statistics); Simulation; *Teacher Salaries
IDENTIFIERS- *Hierarchical Linear Modeling

This paper presents results from a comparison of the multiple regression (MR) approach to examining faculty salary equity (with clusters for the various disciplines) and hierarchical linear modeling (HLM) for the same problem. The comparison was done in two steps. First, a practical example of applying both techniques, using empirical data, is provided, and then a simulation study examined varying data conditions to show the differences resulting from these two statistical approaches. For the empirical example, data were used for 1,216 tenured and tenure-track faculty grouped into 7 discipline clusters. Variables were: (1) discipline; (2) rank; (3) years in rank; (4) refereed articles; (5) presentations; (6) sponsored research; and (7) gender. For the simulation, 5 discipline clusters, each of 10 departments, were generated for 20 faculty observations for each, a total of 1,000 observations. The empirical study showed that both approaches provided similar results, but that the HLM model could provide more information, although with a more complicated picture of the salary process. Simulation results confirm that if departments within discipline clusters are not homogenous with regard to the percentage of males and salary levels (controlling for all other variables), the analysis may be biased when using MR. An appendix shows cluster averages and the range of department averages. (Contains 14 tables, 4 figures, and 18 references.) (SLD)

ED 447 150 TM 031 964

Stapleton, Laura M.; Hancock, Gregory R.
Using Multilevel Structural Equation Modeling with Faculty Data.
PUB DATE- 00
NOTE- 30p.; This research has been funded by a grant from the "Improving Institutional Research Using NCES Databases" program of the Association for Institutional Research. Paper presented at the Annual Meeting of the American Educational Research

Washington, DC.
PUB DATE- 99
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Compensatory Education; Educational Change; *Educational Testing; Elementary Secondary Education; Federal Legislation; *Learning; School Districts; State Programs; *Student Evaluation
IDENTIFIERS- *Elementary Secondary Education Act Title I

The purpose of this document is to help states and districts meet the challenges posed by the 1994 reauthorization of Title I. The goal in developing this document was to produce a practical guide for states and districts to use in developing the systems they were creating under the Title I law. Following an introduction to Title I, chapter 2 considers and critiques the theory of action behind the Title I law and various attempts at standards-based reform. The theory of action is expanded to reflect an analysis of effective reform. Chapter 3 examines the issue of standards, and chapter 4 discusses assessments, including assessments for young children and for special populations, and reporting and disaggregating assessment results. Chapter 5 considers systems for monitoring the conditions of instruction at the school level and professional development at the district level. In chapter 6, ways to measure adequate progress of schools toward standards are provided, and chapter 7 discusses accountability. (Contains 5 figures and 109 references.) (SLD)

ED 447 173 TM 032 015

Report of Student Performance on the North Carolina Competency Standard. Reporting on the Classes of 1999-2003 for the State, 117 Public School Systems, and Charter Schools.
PUB DATE- 00
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Competence; *Graduation Requirements; *High School Students; High Schools; Junior High School Students; Junior High Schools; *State Standards
IDENTIFIERS- *North Carolina

The class of 1998 was the first class required by North Carolina State Board of Education policy to meet a higher competency standard in reading and mathematics in order to receive a high school diploma. Data in this report about student performance on this standard were provided by each of the local education agencies in the state. The percentage of students passing the Competency Standard increases with each grade. Sixty-nine percent of 8th graders passed the standard in the 1998-1999 school year, while 75% of 9th graders, 84% of 10th graders, and 93% of 12th graders did so. There were fewer disparities in passing by ethnicity at grade 12, with all groups around 87% or better. At the end of grade 8, however, Black, Hispanic, and American Indian students passed at a lower rate than students classified as White, Asian, and Multi-race. School systems were implementing changes to increase the number of students who pass the Competency Standard early in their high school careers. Local education agencies and charter schools were that differ from those of the researcher. This paper broadens the idea to include any interpretations or explanations that are important in understanding and using results, whether these are inconsistent with those of the researcher or simply noted as plausible. Huck and Sandler present 20 categories of rival hypotheses, going beyond the classic list of 7 threats to internal validity (Campbell and Stanley, 1963). This paper organizes categories of threats, dividing them into threats to external validity (or generalizability) and threats to internal validity. Three categories within internal credibility correspond to statistical conclusion, relationship conclusion, and causal conclusion explanations. These three categories are further subdivided, as shown in a table of potential threats to validity for experimental and non-experimental designs. (SLD)

ED 447 195   TM 032 084

McMillan, James H.; Nash, Suzanne
Teacher Classroom Assessment and Grading Practices Decision Making.
SPONS. AGENCY- Metropolitan Educational Research Consortium, Richmond, VA.
PUB DATE- 00
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Effect; *Decision Making; Educational Practices; *Elementary School Teachers; Elementary Secondary Education; Grades (Scholastic); *Grading; Interviews; Models; *Secondary School Teachers; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- *Effort

The reasons teachers give for their assessment and grading practices and the factors that influence these practices were studied. Of 200 elementary and secondary mathematics and English teachers who volunteered to participate, researchers selected 60 teachers as representing maximum variation and then interviewed 24. Interview transcripts were coded for analysis. The data analysis resulted in a tentative model that explains how and why teachers decide to use specific assessment and grading practices. Six themes were identified in the model: (1) teacher beliefs and values; (2) classroom realities; (3) external factors; (4) teacher decision making rationale; (5) assessment practices; and (6) grading practices. The main tenet of the model holds that there was tension between teachers' internal beliefs and values and the realities of the classroom and other external factors imposed on them. The most salient internal factor was the teacher's philosophy of teaching and learning. The major external factors were identified as mandated statewide learning factors and high stakes tests, district grading polices, and parents. Results show that teachers are constantly striving to reach a reasonable balance between their beliefs about education and learning and the realities of the classroom environment and external context. Contains 14 references.) (SLD)

ED 447 196   TM 032 085

Cizek, Gregory J.
Factors Affecting Linkage of the Voluntary National Test and the

*High Stakes Tests; Low Achievement; Student Promotion; *Test Results
IDENTIFIERS- *Florida; Reform Efforts

The relationship between high stakes testing and retention was studied in Florida in the context of educational reform and controversy over the effectiveness of retaining students in grade. The focus was on the relationship between the percentage of students in grades 1, 3, 5, 7, and 8 falling below the 50th percentile on the Stanford Achievement Test and the percent retained by grade. The scope of the analysis was on the schools years 1986-1987 through 1990-1991, during which the reform went from strong enforcement (high retention policies) to termination. When there was a positive relationship between test results and retention, it tended to occur only in the more affluent schools. Leaving aside the question of whether retention is an effective or desirable way to remediate students and raise educational standards, this study points to the conclusion that high stakes approaches to improving student performance have a low probability of successful implementation. Although the retained-until-remediated policy may be feasible in the better performing schools, cost and space make it expensive even there, and the overall difficulties for implementation are formidable. (Contains 3 tables and 34 references.) (SLD)

ED 447 216   TM 032 124

Lauer, Patricia A.
School Practices Survey: User Guide for Practitioners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Evaluation; *Educational Practices; *Evaluation Methods; Professional Development; Research Methodology; Surveys; *Teacher Evaluation
IDENTIFIERS- Mid Continent Regional Educational Laboratory; User Guides

To help schools and districts in their efforts to create more productive and effective learning environments, Mid-continent Research for Education and Learning (McREL) researchers developed the School Practices Survey, a tool districts and schools can use to assess teachers, administrators, and others in the school community regarding their perceptions of their school's and district's policies and practices as they relate to learner-centered principles. This guide is designed to help school or district personnel administer the School Practices Survey. The first section of the guide provides an overview of the survey and its purposes. The second section provides background technical information about the development of the survey instrument and includes guidelines for schools and districts for planning and implementation of the survey. Section 3 reviews guidelines for analyzing survey data manually, with Microsoft Excel, and with Statistical Package for the Social Sciences software. Section 4 discusses using survey results for staff development planning or other purposes. (Contains 18 references.) (SLD)

Kusimo, Patricia; Ritter, Melissa G.; Busick, Kathleen; Ferguson, Chris; Trumbull, Elise; Solano-Flores, Guillermo
Making Assessment Work for Everyone: How To Build on Student Strengths.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Diversity (Student); Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Learning; *Professional Development; *Student Evaluation; *Teaching Methods; *Test Construction

This book is intended to provide teachers with research information and practical ideas for modifying assessments to make them more equitable and beneficial for all students. It encourages teachers to recognize the diverse sociocultural factors that contribute to students' identities in order to accurately and equitably assess their learning. The guide contains eight sections; each provides information, suggestions, and opportunities to try out key ideas. The sections are: (1) "Seeing Our Students' Cultures with 'New Eyes'"; (2) "Recognizing All Students' Language Abilities"; (3) "Defining Good Assessment"; (4) "Using Students' Cultural and Linguistic Strengths to Build Good Assessments"; (5) "Repairing and Improving Externally Developed Assessments"; (6) "Readings to Deepen Our Learning"; (7) "Professional Development Activities for Teachers"; and (8) "Resources and More Information." A list of 208 resources about assessment is attached. (Contains 12 tables and 6 figures.) (SLD)

ED 447 238 UD 033 858

Borman, Geoffrey D.; Rachuba, Laura; Datnow, Amanda; Alberg, Marty; Mac Iver, Martha; Stringfield, Sam; Ross, Steve
Four Models of School Improvement: Successes and Challenges in Reforming Low-Performing, High-Poverty Title I Schools. Report No. 48.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Compensatory Education; Disadvantaged Youth; *Educational Improvement; Elementary Secondary Education; *Models; Poverty; Urban Schools
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Reform Efforts; Roots and Wings Program; Success for All Program

In this comprehensive report, four distinct processes for reforming nine low-performing Title I schools in challenging high-poverty contexts are examined. These processes include: (1) a fundamentally grassroots, site-based model of reform; (2) locally mandated school reconstitution; (3) implementation of a proven national reform model, Success for All/Roots & Wings; and (4) implementation of locally administered reform package of Direct Instruction and Core Knowledge. Qualitative case

(150)

DESCRIPTORS- Access to Information; Computer Oriented Programs; *Courseware; Educational Environment; *Educational Resources; *Educational Technology; Foreign Countries; Higher Education; Instructional Design; Instructional Development; Instructional Innovation; *Instructional Materials; Online Searching; Ownership

IDENTIFIERS- Australia

While working collegially, academics usually maintain an objective distance from the work of their peers. Higher education institutions also tend to differentiate themselves from other institutions and define their own special niche in the marketplace. These attitudes are concerned with establishing uniqueness and they contribute to an academic culture that pervades the education system from the individual academic to the institution level. This culture rewards teachers for designing unique courses. In Australia in particular, this personal course development is accepted practice to the extent that cross-institutional formal evaluation and comparison of courses does not generally occur. An academic will not normally adopt another academic's course without personalizing it. Individual academics (or small groups) put together courses and computer-aided learning packages. Consistent with the cultural practices, few other academics in the same discipline at other institutions adopted these inflexible courses. The conclusion is that the uptake of learning programs by teachers and institutions will only occur if the programs are consistent with the academic culture and are customizable. A recent development in Australia, the National Teaching and Learning Database (NTLD) project is designed to provide access to educational resources. Course developers submit a URL of the location of those learning materials, but ownership is retained by the institution that developed the original material. The NTLD is a distributed database that provides access teaching and learning materials to be customized, assembled, and utilized in a manner that suits the individual academic or institution style. (AEF)

ED 446 740 IR 020 369

McLoughlin, Catherine

Scaffolding: Applications to Learning in Technology Supported Environments.

PUB DATE- 99

NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; *Educational Practices; Educational Theories; Online Systems; *Scaffolding (Teaching Technique); World Wide Web

IDENTIFIERS- *Scaffolding; Vygotsky (Lev S)

Scaffolding is a form of temporary support offered to a learning to assist in the process of becoming a skilled practitioner. Traditionally, the most common form of learning has been apprenticeship, where a novice learns through active to Music Theory and Aural Skills" was published at Murray State University (Kentucky) as an interactive and self-contained learning environment to provide a partial solution to the problem of incoming music students' inadequate preparation in fundamental music theory concepts. This paper provides an overview of the course design, highlighting aspects of HTML and JavaScript which provide interactivity. Recent course revisions have involved rewriting the material using Macromedia's Director, and the two authoring environments are compared and contrasted. (MES)

ED 446 760 IR 020 394

Price, Kellie H.
Case Study: Using Information Technology at ETSU.
PUB DATE- 00
NOTE- 6p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; *Computer Literacy; Computer Science Education; Educational Technology; Higher Education; Information Technology; *Instructional Development; Models; World Wide Web
IDENTIFIERS- *Course Development; East Tennessee State University; *Online Courses

This paper is a case study of the development of the "Using Information Technology" computer literacy course at East Tennessee State University. The paper follows the transformation from the previous traditional model of instruction to the present model that incorporates online training and testing. It focuses on the problems with the previous model, the need for a new method of instruction, the implementation of the new method, problems encountered with the new method, and future plans. (Author/MES)

ED 446 761 IR 020 395

Sanders, Jay
Self-Pacing Online Technology Approach: The Preservice Teacher Course.
PUB DATE- 00
NOTE- 14p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Computer Uses in Education; *Educational Technology; Higher Education; *Individualized Instruction; *Instructional Design; *Learner Controlled Instruction; *Pacing; Preservice Teacher Education; World Wide Web
IDENTIFIERS- Middle Tennessee State University; *Online Courses

This paper describes an online technology course at Middle Tennessee State University that meets the needs of many preservice teachers and models techniques that can be applied in their K-12 classrooms. The first section describes the self-pacing online technology approach, including the following

Educational and General Budgets Summary and Analysis, Fiscal Year 1999-2000.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; Community Colleges; *Educational Finance; Expenditures; *Higher Education; Statewide Planning; Tables (Data)
IDENTIFIERS- *Oklahoma

Focuses on the educational and general primary budget for the Oklahoma state system of higher education for the fiscal year 1999-2000. Highlights several key components of institutional budget decisions. A section is also included on the sponsored budgets, particularly sponsored research, as it becomes ever more important to the economic development of the state. The fiscal year 2000 educational and general budgets for institutions increased by 4.2%, or $44.2 million, from $1.05 billion to just under $1.1 billion. This increase was a result of: an increase of $12.6 million or 1.9% in state appropriations to institutions; a budgeted tuition and fee gross revenue increase of $25.3 million or 10%; and increases in non-fee revolving fund income of $6.3 million or 4.7%. The increased funding will make possible: salary increases for both faculty and staff at most institutions; the addition of 156 new faculty positions at 19 institutions; the addition of 100 new staff positions systemwide; increased spending for library materials; and a 10.9% increase in operating budget funded scholarships. All institutions are in compliance with State Regents' caps on administrative costs. Use of carryover funds from the previous year decreased by 17.4%, from $24.7 million to $20.4 million. Higher education's appropriation as a percentage of the state budget has dropped slightly to 15.58%, down from 15.62% in FY99. (VWC)

ED 446 783 JC 000 721

Educational and General Budgets Summary and Analysis, Fiscal Year 1997-98.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; Community Colleges; *Educational Finance; Expenditures; *Higher Education; Statewide Planning; Tables (Data); Two Year Colleges
IDENTIFIERS- *Oklahoma

Focuses on the Oklahoma 1997-98 fiscal year (FY) educational and general (E&G) primary budget, both revenue and expenditures. The FY98 institutional E&G budget increased by 8.2%, or $75.4 million, to $991.8 million. This increase was a result of: an increase of $45.9 million or 7.9% in state appropriations to institutions; a budgeted fee and tuition revenue increase of $9.2 million or 3.9%; and increases in non-fee revolving fund income of $20.3 million or 20%. The increased funding will make possible systemwide salary increases, 94 new faculty positions, substantial investments in technology enhancements, increased spending for library materials, and a 7% increase in fee and tuition waiver scholarships. The primary functions of instruction, research and public service increased by $39.5 million or 7.4%, while institutional support (central universities spent a total of $716,628,877 for all current operating purposes, an increase of $46,481,041 or 6.9% more than 1996-97. (VWC)

ED 446 803 JC 000 743

Salaries in the Oklahoma State System of Higher Education, 1998-99: Faculty and Selected Administrative Positions.
PUB DATE- 99
NOTE- 110p.; Prepared by Oklahoma State Regents for Higher Education, Fiscal Division.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *Administrators; *College Faculty; Community Colleges; Higher Education; *Salaries; *Salary Wage Differentials; *State Colleges; State Schools; *State Universities; Tables (Data)
IDENTIFIERS- *Oklahoma

This document reports on the salaries paid in faculty and selected administrative positions in the Oklahoma state system of higher education. The average salary for all full-time faculty equated to a 9-10 month basis in Oklahoma state-supported colleges and universities is $46,145 for the year 1998-99. This is an increase of $956 or 2.1% above 1997-98. Average salaries increased $4,231 at the universities, $2,388 at the four-year universities, and $2,325 at the two-year colleges. These salaries represent increases of 8.4%, 5.9%, and 6.5%, respectively, over 1997-98. Among the three categories of institutions, the rank of professor at the comprehensive universities showed the greatest dollar increase over 1997-98. Full-time salaries on a 9-10 month basis in the 25 institutions in 1998-99 range from a minimum of $12,400, an increase of 15.9% from 1997-98, to a maximum of $164,999, an increase of $20,799 or 14.4% over the previous year. On an 11-12 month basis, full-time salaries range from a minimum of $13,599, an increase of 13.3% from 1997-98, to a maximum of $148,795, a decrease of 1.4%. The average fringe benefits paid for faculty on a 9-10 month contract basis for 1998-99 are $12,408, an increase over 1997-98 of $1,453, or 13.3%; for faculty on an 11-12 month contract basis, average benefits total $15,337, an increase of $1,408 or 10.1%. Comprehensive universities average salary is 88% of the national average, compared with 83% in 1987-88. (VWC)

ED 446 804 PS 027 290

The First Steps Series. Videotapes .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Child Development; Childhood Needs; *Early Experience; *Infant Care; *Infants; *Learning Processes; Parent Child Relationship; Parent Education; Parent Role; *Parents; *Parents as Teachers; Preschool Education; Videotape Recordings

This videotape series offers emotional support and self-confidence to parents reaching out for knowledge about how young children, grow, develop, and learn. The video "Common information to help children grow to their fullest potential. The 45-minute video highlights a collaborative early childhood care model in place in Stamford, Connecticut to illustrate several major topics related to quality care. The case study illustrates characteristics of quality, such as the teacher-child relationship, licensing/accreditation, developmentally appropriate practices, special learning needs, cultural awareness, observation and monitoring, and staff development. The video explains how the childcare centers forge partnerships to meet the needs of families who can not afford expensive care--such as the school readiness initiative that allows all 3- and 4-year-olds access, and corporate partnerships--and the "Lifelinks" program that provides shelter and guidance for struggling families and mentoring by company personnel. (HTH)

ED 446 825   PS 028 946

Cesarone, Bernard
Juegos de videos: Investigacion, puntajes y recomendaciones (Video Games: Research, Ratings and Recommendations). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; For English version, see ED 424 038.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Aggression; Children; *Computer Games; Computer Software Evaluation; Demography; Elementary Secondary Education; *Mass Media Effects; Parent Role; Rating Scales; Self Concept; Sex Differences; *Video Games; *Violence
IDENTIFIERS- *Electronic Games; ERIC Digests; Video Arcades

This Spanish-language digest reviews research on the demographics and effects of video game playing, discusses game rating systems, and offers recommendations for parents. The digest begins by discussing research on the time children spend playing electronic games, which shows that younger children's game playing at home (90% of fourth-graders played at least 1 hour per week, according to 1 study) decreases in favor of game playing in arcades as children get older. Studies also consistently show that boys play more electronic games than girls, although girls perceived themselves to have peer approval for moderate amounts of game playing, and both boys and girls enjoy violent electronic games. The digest then discusses research on the effects of playing violent games. Studies tend to show an increase in arousal and aggression in subjects who have played a violent versus a nonviolent game, although there may still be insufficient laboratory research to support strong causal statements about the effects of violent games on children's aggression. The digest describes research on other effects of electronic game playing, such as the link between heavy game playing or playing of violent games and self-concept. Following a discussion of two electronic game rating systems, devised by the Recreational Software Advisory Council and the Entertainment Software Rating Board, the digest offers parents recommendations for managing their children's game play. Recommendations include knowing the content and procedures of the games, paying attention to game ratings, establishing explicit game-playing guidelines, and educating children about the difference between media and real-life violence. (Contains 11 references.) (EV)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission Criteria; Admissions Counseling; *Adolescents; *College Admission; *College Entrance Examinations; *Graduation Requirements; High Schools; Higher Education; Home Programs; *Home Schooling; Independent Study; *Nontraditional Education; Parent Student Relationship; Parents as Teachers; Student Evaluation; Test Wiseness

This booklet is the fifth in a series designed to assist parents who are home-schooling their adolescent children and deals with high school requirements and college admissions. The articles in this booklet are: (1) "'How Do We Know When We're Done?'," concerning criteria for high school graduation, college recommendations, and evaluating home-schooled students; (2) "Independent-Study and Umbrella Schools," discussing the reasons home-schooling families use independent-study schools (diploma-granting institutions requiring a certain number of units within several traditional subject areas) and umbrella schools (schools requiring documentation of work within very broad subject categories), and questions to consider in selecting such schools; (3) "College Admissions Tests," describing the purpose of several admission tests, preparation and registration resources, and strategies for poor test takers; and (4) "Changing Face of College Admissions," describing how some colleges and universities have developed admissions policies specifically for home-schoolers, discussing how students can use these policies to plan high school home-schooling, and providing advice for coping with changing policies. (KB)

ED 446 846 PS 028 968

Cohen, Cafi
Happily Homeschooling Teens: Encouragement.
PUB DATE- 00
NOTE- 21p.; For related documents, see PS 028 963-967.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Coping; Home Programs; *Home Schooling; Nontraditional Education; *Parent Student Relationship; *Parents as Teachers; Secondary Education; *Student Adjustment

This booklet is the sixth in a series designed to assist parents who are home-schooling their adolescent children and focuses on ways to provide encouragement to home-schooled teenagers. The articles in this booklet are: (1) "First Year Surprises," presenting one home-schooling family's experiences during the first year related to the nature of success, the flexibility of home education, and the radical change in lifestyle associated with home-schooling; (2) "Decompression FAQ (Frequently Asked Questions)," concerning the adjustment period during which parents and children "detoxify" from the deleterious effects of full-time institutional education and how parents and teenagers can ease the adjustment; (3) "Dealing with Doubts," providing suggestions for parents to reduce their anxiety about home-schooling; (4) "'But I Want to Go to School!'," discussing ways

Costs and Benefits?" Jeanne Brooks-Gunn's remarks explain the structure of early childhood programs and the nature of their short-term impacts on child development, and provide an assessment of early childhood at the optimal point of intervention. Janet Currie's remarks focus on the long-term impacts of early interventions, such as academic attainments as well as program costs and benefits. Douglas Besharov's remarks examine the research literature and offer policy alternatives to Head Start programs. (KB)

ED 446 866   PS 029 005

Shonkoff, Jack P., Ed.; Phillips, Deborah A., Ed.
From Neurons to Neighborhoods: The Science of Early Childhood Development.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; National Inst. of Mental Health (DHHS), Rockville, MD.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD.; Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.; National Inst. of Nursing Research (NIH), Bethesda, MD.; Administration for Children, Youth, and Families (DHHS), Washington, DC.; Administration for Children and Families (DHHS), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.; Commonwealth Fund, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 00
NOTE- 602p.; Produced by the Committee on Integrating the Science of Early Childhood Development. Also sponsored by the Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, the Heinze Endowments, the Irving B. Harris Foundation, and National Academies funds.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Brain; Change Strategies; *Child Development; *Childhood Needs; Cognitive Development; Cultural Influences; Early Childhood Education; *Early Experience; Emotional Development; *Infants; Nature Nurture Controversy; Neurology; *Preschool Children; State of the Art Reviews; Theory Practice Relationship
IDENTIFIERS- *Brain Development

The Committee on Integrating the Science of Early Childhood Development reviewed an extensive, multi-disciplinary, and complex body of research covering the period from before birth to entry into Kindergarten to generate an integrated science of early childhood development and the role of early experiences. The result of the committee's review, this book synthesizes the literature, elaborates on a number of core concepts of development, and offers recommendations for policy and practice. The committee's conclusions and recommendations are grounded in four overarching themes: (1) all children are born wired for feelings and ready to learn; (2) early environments matter, and nurturing relationships are essential; (3) society is changing, and the needs of young children are not being addressed; and (4) interactions among early childhood science, policy, and practice are problematic and demand dramatic rethinking. Following an executive summary, the book's chapters are as follows: (1) "Introduction"; (2) "Rethinking Nature and Nurture"; (3) "The Challenge of Studying Culture"; (4) "Making

Literature; *Mexican Americans; Popular Culture; *Public Opinion
IDENTIFIERS- Chicano Literature; Chicanos; *Latinos

Despite efforts to improve perceptions about Mexican Americans and other Spanish-speaking people in the United States, Chicanos and other Latinos are not yet seen as typical American citizens. Latinos continue to receive poor educations, and the media continue to represent them in ways unaffected by the emergence of Chicano literature. This book examines what Chicanos have written about education and the media, the two main agents of socialization that shape the consciousness of Latinos and the larger American society. Chapter 1 outlines issues related to educational deficiencies in Latino education and the neglect of Hispanic authors in academic and literary worlds. Chapter 2 compares Chicano and Irish literature to explain some problems encountered by ethnic oppositional authors. Chapters 3-4 present an overview of the Hispanic presence in American culture and the disregard for and negative images of Hispanics in the media. Chapter 5 discusses the realities of schooling, love, and life for Mexican American youth and the portrayal of these themes in Chicano literature. Chapter 6 argues for enhancing the visibility of Chicano literature. Chapters 7-10 each focus on a Chicano literary work: (1) "George Washington Gomez" (Americo Paredes), a semi-historical novel about Mexican American education in south Texas in the 1920s-30s; (2) "The Original Sin: A Self-Portrait" (Anthony Quinn), autobiography of the Chicano film star; (3) "The House on Mango Street" (Sandra Cisneros); and (4) "Massacres of the Dreamers: Essays on Xicanisma" (Ana Castillo). Chapters 11-12 reflect on connections between Chicano writing and Chicano life. (Contains over 200 references, notes, and an index.) (SV)

ED 446 885 RC 022 669

Colton, Larry
Counting Coup: A True Story of Basketball and Honor on the Little Big Horn.
PUB DATE- 00
NOTE- 420p.; Published by Warner Books, Inc., New York, NY.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *American Indian Culture; American Indian Education; *Basketball; Battered Women; Cultural Differences; Extramural Athletics; *Females; *High School Students; High Schools; Poverty; Racial Bias; *Reservation American Indians; *Womens Athletics
IDENTIFIERS- American Indian Students; *Crow (Tribe); Montana (Hardin)

In Plains Indian tradition, a warrior gained honor and glory by "counting coup," touching his enemy in battle and living to tell the tale. This is a modern story of counting coup that follows a talented young woman named Sharon LaForge, a gifted basketball player and a descendant of one of George Armstrong Custer's Indian scouts. Although the book's format follows her high school basketball team's progress to the state championship, it is more than a story about the culture of sports and girls, it is a portrait of modern-day American Indian life on the Crow Indian reservation in Montana. Sharon, a fiery competitor with the skill to dominate a high school game and earn a college scholarship, carries the hopes and frustrations of her people on her shoulders as she battles her opponents on and off the court. The book delves into Sharon's itself or between it and other models of scientific knowledge. Individual students' use of those assessment criteria during two round of model-revising problem solving was monitored and analyzed. All students were able to assess models based on empirical fit, but despite explicit instruction on their use, students did not consistently apply the conceptual assessment criteria to their models. This paper discusses the implications of these results on the use of modeling as an approach to teach students about the structure of scientific knowledge and the nature of science as a modeling activity. (Contains 19 references.) (Author)

ED 446 905 SE 063 737

Passmore, Cynthia; Stewart, James
A Course in Evolutionary Biology: Engaging Students in the "Practice" of Evolution. Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 14p.; Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; Evolution; High Schools; *Instructional Materials; *Models; *Science Curriculum; Science Education; Scientific Concepts; Teaching Methods
IDENTIFIERS- *Darwin (Charles); *Natural Selection

Recent education reform documents emphasize the need for students to develop a rich understanding of evolution's power to integrate knowledge of the natural world. This paper describes a nine-week high school course designed to help students understand evolutionary biology by engaging them in developing, elaborating, and using Charles Darwin's model of natural selection. The aspects of evolutionary biology that informed course design are described and the curriculum development is discussed. Three major components of the curriculum implementation--examination of models, elaboration of the Darwinian model, and extension cases--are explored. (WRM)

ED 446 906 SE 063 738

Cartier, Jennifer
Using a Modeling Approach To Explore Scientific Epistemology with High School Biology Students. Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Genetics; High Schools; Instructional Effectiveness; Learning Processes; *Models; Science Education; *Scientific Methodology; *Scientific Principles

This paper describes a study of high school students' participation in the construction and revision of explanatory models as they attempted to account for a variety of

Dana, Thomas M.; McLoughlin, Andrea Sabatini; Freeman, Tonjua B.
Creating Dissonance in Prospective Teachers' Conceptions of Teaching and Learning Science.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Elementary Secondary Education; Higher Education; *Pedagogical Content Knowledge; *Preservice Teacher Education; Science Instruction; Science Teachers; *Teacher Attitudes
IDENTIFIERS- Conceptual Change

This research is part of a systematic, longer-term effort to study changes in the conceptions and beliefs of prospective teachers while teaming to teach science in a preservice teacher education program. This paper focuses on the impact of a project to reframe the theoretical underpinnings and pedagogical practices in a portion of the secondary science teacher education program at Penn State University. Two goals of the project were to: (a) design an innovative university and school-based program that explicitly considered "learning to teach science" as a process of conceptual change; and (b) examine the ways in which teacher beliefs and conceptions about learning and teaching science changed during the first level course in science pedagogy. The ways in which the prospective science teachers came to make sense of teaching science for understanding and identify particular course events that stimulated this sense-making are examined. (Contains 42 references.) (ASK)

ED 446 930 SE 063 965

Zazkis, Rina
Divisors and Quotients: Acknowledging Polysemy.
PUB DATE- 99
NOTE- 9p.; Version of paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Chicago, IL, January 1999). In: "For the Learning of Mathematics," Volume 18, Number 3, November 1998, p.27-30.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; *Division; Elementary Education; *Lexicology; Mathematical Linguistics; *Mathematical Vocabulary; *Mathematics Education; Misconceptions

This paper focuses on lexical ambiguity. With respect to mathematics classrooms, polysemy has been mentioned as one of the principal concerns, namely certain words having different but related meanings. It may also happen when different meanings of a word are presumed in everyday context and in another environment, in this case in mathematics register. Focus is placed on the two examples of polysemous terms, divisor and quotient. Classroom vignettes are provided to discuss the use of those terms in the mathematics classroom and outline the confusion about the meanings of those terms. (ASK)

ED 446 931 SE 063 966

Watanabe, Tad; Yarnevich, Maureen

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Botany; Elementary Education; Hands on Science; Plants (Botany); *Reproduction (Biology); Science Activities; Science Experiments; Videotape Recordings
IDENTIFIERS- Flowers; Fruits; Seeds

Flowers are not only pretty, they are also one of the key elements in the process of plant pollination and reproduction that goes from flowers to fruits to seeds! In All About Plant Pollination: Fruit, Flowers & Seeds, young scientists learn about the different parts of a flower through the use of microscopic photography and detailed diagrams. See how a flower becomes pollinated when pollen lands on the stigma of the same type of plant. Learn about the structure of seeds and how they develop inside fruit. Find out how seeds are dispersed and how the process starts all over again when a new plant begins to grow. In a hands-on experiment, kids pollinate a flower themselves and then observe the development of its seeds and fruit. This title correlates to the National Science Education Standards for Life Science - characteristics of organisms, life cycles of organisms and organisms & environments. This title includes a teacher's guide featuring additional information on the topic, vocabulary words, discussion questions, follow-up activities and lists of recommended books and Internet resources. (ASK)

ED 446 955 SE 064 108

All about Plant Structure & Growth. Plant Life for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 105-109. Videotape designed for grades K-4.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Anatomy; *Botany; Elementary Education; Hands on Science; *Plant Growth; *Plants (Botany); Science Activities; Science Experiments; Videotape Recordings
IDENTIFIERS- *Life Cycles; *Seeds

How does a tiny seed sprout and grow into a towering tree? Join the kids from M.A.P.L.E as they learn about some of the incredible transformations that a plant goes through during its lifetime. In All About Plant Structure & Growth, uncover the secrets of roots, stems and leaves - structures that are vital to a plant's role as an energy producer. Find out how water and minerals flow from the roots through the stem and into the leaves through special tissue called xylem. Discover how a plant manufactures sugars in its leaves and then transfers it to the rest of the plant through the phloem. Uncover facts about a plant's root system - the structure used to anchor a plant in the soil and take in water and minerals. Learn how to identify different types of leaves - simple, compound and needle. A hands-on experiment in which kids prove that xylem tissue flows through all parts of a plant is also included. This title correlates to the National Science Education Standards for Life Science - characteristics of organisms, life cycles of organisms and organisms & environments. This title includes a teacher's guide featuring additional information on the topic, vocabulary words, discussion questions, follow-up

Graphing Calculators' Impact on AP Biology.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Advanced Placement Programs; *Biology; *Graphing Calculators; High Schools; Interdisciplinary Approach; Mathematics Instruction; Science Instruction

The central premise of this study was that the use of graphing calculator technology helped improve students' achievement in upper level biology courses. The populations studied included high school students in a block course entitled "AP Biology/AP Calculus" and students in a traditional AP Biology course. There appears to be a positive effect on student understanding and achievement on standardized exams when the graphing calculator is regularly used in an integrated science/math course. Students enrolled in the integrated Advanced Placement Biology/Advanced Placement Calculus block course where graphing calculators were a meaningful part of the curriculum performed significantly better on the Advanced Placement Biology exam when compared to students enrolled in the traditional Advanced Placement Biology where graphing calculators were not heavily integrated into the course. There appears to be a positive correlation between integrating graphing calculators in the higher level biology classes and the understanding and achievement of the students enrolled in the integrated course. (ASK)

ED 446 979 SE 064 234

Beeth, Michael E., Ed.; Kwon, Hyeoksoon, Ed.; Lee, Gyoungho, Ed.
Proceedings of the Redesign in Science Education Conference (RISE) (Columbus, OH, October 20-21, 2000).
PUB DATE- 00
NOTE- 183p.; Supported by an interdisciplinary grant from the Ohio State University's Office of International Studies with matching funds from the College of Education, the School of Teaching and Learning, the Department of Physics Learning by Redesign Project, the College of Biological Sciences Introductory Biology Program, and the College of Mathematical and Physical Sciences.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biology; Chemistry; *Educational Change; Foreign Countries; Higher Education; Inquiry; Science Curriculum; *Science Education; Secondary Education; *Teacher Education
IDENTIFIERS- Germany; Israel; Japan; Korea; Turkey

This document contains the papers presented at the Redesign in Science Education (RISE) Conference. Papers include: (1) "A Model Development Concept (MDC) for Education: A Framework for Change" (C. K. Barsky, K. G. Wilson, and B. Daviss); (2) "Teaching Science Everyday" (K. L. Scott); (3) "Science Teacher Licensure Requirements in Ohio" (P. Swami); (4) "What is Right and Wrong with Science Education?" (H. L. Gibson); (5) "Redesign in Undergraduate Chemistry Curricula" (C. H. Mathews); (6) "Informing Science Teacher Education Redesign in the USA with Knowledge of Practices in Germany and Japan" (T. Koballa and J. Riley); (7) "The New Turkish Science Teacher Preparation Program" (N. Yuruk and H. Seker); (8) "Reforming Science Teacher Education in Korea" (H. Kwon and G. Lee); (9) "Fostering Change in Science Education: The Israeli Experience"

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demography; *Diseases; Ecology; Environmental Education; Epidemiology; Global Approach; *Health; Higher Education; Human Geography; Public Health; Thematic Approach; Thinking Skills; Undergraduate Study
IDENTIFIERS- *Global Change; Global Issues

This learning module aims to engage students in problem solving, critical thinking, scientific inquiry, and cooperative learning. The module is appropriate for use in any introductory or intermediate undergraduate course that focuses on human-environment relationships. The module states that human health is a product of complex interactions among population, environment, technology, and culture, all of which are affected by global change. It explains that, for example, changes in climate or land use/land cover can affect the reproductive cycles of arthropods that transmit disease, the availability of water for hygiene and sanitation, and/or the concentration of chemical pollutants in the air, water, and soil. It also states that infectious diseases, which cause more than half the mortalities in tropical developing countries and are resurgent in developed ones, are also potentially affected by global environmental changes. According to the module, changes associated with urbanization, globalization, and population growth and mobility encourage disease diffusion and a globalization of health risks. The module introduces students to these issues and illustrates the complex relationships among human health and global change. The module contains 5 tables, 6 figures, a list of acronyms, a guide, a summary, an overview, a glossary, references for all units, supporting materials, and appendixes with additional sources. It is divided into thematically coherent units, each of which consists of background information, teaching suggestions, and student worksheets. (BT)

ED 447 005 SO 031 442

Patrick, John J., Ed.; Long, Gerald P., Ed.
Constitutional Debates on Freedom of Religion: A Documentary History. Primary Documents in American History and Contemporary Issues.
PUB DATE- 99
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Civil Rights; *Constitutional History; *Constitutional Law; *Court Litigation; *Government Role; Law Related Education; Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Bill of Rights; *First Amendment; *Religious Freedom; Supreme Court; United States Constitution

Debates over the separation or accommodation of religion and government have divided the United States since its founding. This collection of over 70 primary documents represents the ideas and issues on the interpretation of the United States Constitution's First Amendment clauses pertaining to establishment and free exercise of religion. The collection is divided into five parts: (1) "Colonial Roots of Religious Liberty, 1606-1776"; (2) "Religious Liberty in the Founding of the United States, 1776-1791"; (3) "The Constitutional Right to

PUB DATE- 95
NOTE- 363p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Art Education; *Dance; Elementary Secondary Education; *Music; Music Education; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation; *Theater Arts; *Visual Arts
IDENTIFIERS- National Arts Education Standards; *North Carolina; Program Objectives

Arts education is a collective term that denotes learning and instruction in four distinct subject areas: dance, music, theater arts, and visual arts. This handbook suggests what is comprised in the study of the four K-12 arts programs; the frameworks consist of goals in each arts area developed for the K-2, 3-5, 6-8, and 9-12 grade levels. In the handbook, the same goals and objectives are further developed so that conceptual, sequential, and student development are readily apparent for each. The addition of "focuses" further expands each objective with accompanying "implications for learning and teaching." The introduction addresses development, purpose, value of the arts, what students should know and be able to do, connections between the framework and National Standards, and arts education matrix. The remainder is divided into Dance K-12, Music K-12, Theatre Arts K-12, and Visual Arts K-12. Each section delineates a purpose, an overview, and program goals; outlines between 8 and 10 goals; and contains a glossary. (BT)

ED 447 027 SO 032 252

Teaching and Learning to Standards: The Arts. Teacher Resources, 1999-2000.
PUB DATE- 99
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art Education; Benchmarking; Elementary Secondary Education; *Films; *Fine Arts; *Music Education; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Oregon

The arts and its various disciplines can stand alone or can join to support and supplement other content areas. Proficiency in the arts includes creating, performing or presenting art, recognizing artistic qualities in works of art, and understanding the historical and cultural contexts in which art is created. This guide for teachers states that Oregon's students in grades k-12 can choose from five disciplines to achieve the arts standards: music, dance, the visual arts, theater, and cinema. The benchmarks were written to define developmental levels of achievement for each content standard. The guide is divided into the following sections: "Introduction" ("Arts Education in Oregon"); "Standards" ("Oregon's Arts Standards"; "National Standards for Arts Education"; "What Students Should Know and Be Able to Do in the Arts"); "Curriculum and Instruction" ("Roseburg"; "Sweet Home"); "Assessment" ("Arts Assessment"; "SAT Scores of Students in the Arts"; "Formalism Drawing Student Response

Walker, Dana; Huerta, Mario

Dedos de Luna. Children's Literature in Spanish: Bilingual Edition. Guia para maestros en espanol e ingles. Elementary Literature Series, Part II.

SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.

PUB DATE- 92

NOTE- 243p.; For Part I, see SO 032 285. This curriculum unit was developed by the Latin America Project of the Stanford University with funding from the Center for Latin American Studies (Title VI, USDE).

LANGUAGE- English; Spanish

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Childrens Literature; Cross Cultural Studies; Elementary Education; Foreign Countries; *Literature Appreciation; Primary Sources; Social Studies; Thematic Approach; Whole Language Approach

IDENTIFIERS- *Mexican Culture; *Mexican Literature; Mexico

This curriculum unit is designed to give primary school students foreign language experiences and also to support the cultural literacy strand of the California State History-Social Science Framework. The unit is part of an elementary literature series which utilizes quality primary source literature from various world regions and countries and which focuses on thematic and whole language approaches to literature. The unit is presented in both an English and Spanish version. It begins with an introduction which describes and discusses a Mexican story, "Dedos de Luna," which is about the relationship between a young boy and his grandfather in rural Mexico. Ten lessons follow: (1A) "My Grandparents and I" (contains 2 handouts); (1B) "The Seasons of Life" (contains a visual aid and 2 handouts); (2A) "Dedos de Luna Part 1" (contains 2 teacher's guides); (2B) "Mask Traditions of Mexico" (contains 2 handouts and an activity); (3A) "Word Games with Tono" (contains 2 handouts, a visual aid, and an activity); (3B) "Festival Activity Skills" (contains 4 handouts and a visual aid); (4A) "Dedos de Luna Part 2" (contains a handout and an activity); (4B) "Learning to Comfort" (contains a handout and an activity); (5A) "What Now, Tono?"; and (5B) "The Fiesta" (contains a teacher's guide). (BT)

ED 447 050 SO 032 287

Francis, Greg

Preventing Deadly Conflict: Toward a World without War.

PUB DATE- 00

NOTE- 106p.; "With contributions from Yukie Toyama and Paula Wichienkuer." Developed in cooperation with the Carnegie Commission on Preventing Deadly Conflict. Funding provided by the Center for African Studies and the Center for East Asian Studies at Stanford University. For the complete report, see SO 032 300.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Conflict Resolution; Global Approach; *International Relations; *Peace; Secondary Education; Social Studies; *Violence; *War; World Problems

IDENTIFIERS- Conflict Management; *Peace Education

Although some people believed that the end of the Cold War would

(150)
DESCRIPTORS- Action Research; *College School Cooperation; Educational Quality; Elementary Education; Elementary School Teachers; *Faculty Development; Higher Education; Inservice Teacher Education; Knowledge Base for Teaching; *Partnerships in Education; Public Schools; *Reflective Teaching; Teacher Collaboration; *Teacher Improvement; Teaching Skills
IDENTIFIERS- Reflective Thinking

This paper examines collaborative research by a Brazilian public university and public elementary school, highlighting a thematic program of applied research and teaching that addressed improvement in teaching and learning quality through inservice teacher education. The project was designed to build a knowledge base of teacher learning and professional development processes and to define when, where, and how participants would intervene in these processes to refine the knowledge. Researchers examined how the constructive-collaborative intervention, which drew upon reflection of teachers' practice could help improve pedagogical actions in order to overcome school, teacher, and student failure. Data from descriptive and analytical studies, follow-up studies, ethnographic studies, case studies, observation, diary entries, interviews, and document analysis indicated it was impossible to divide practice and conceptions into reflective and nonreflective groupings. Different levels and types of reflection were evident. Teachers' degree of intensity in participation increased when discussion related to the daily practice, problems, and challenges they faced in the classroom. Teachers considered their practice their only realm of competence. Personal theories developed by teachers matched most formal theoretical knowledge. Teaching and learning experiences were important strategies in professional learning. Teachers' learning processes were more practical than theoretical oriented. (Contains 43 references.) (SM)

ED 447 070 SP 039 532

Rigler, Sharon E.
Gender Differences in Beginning Teachers' Metaphors for Mentoring.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Gender Issues; High Schools; Interpersonal Relationship; *Mentors; Secondary School Teachers; *Sex Differences; Teacher Attitudes; *Teacher Collaboration

This study investigated gender differences in beginning high school English teachers' views of mentors' roles and positive mentor-mentee interactions. Using phenomenological analysis, the researcher interviewed male and female beginning teachers in public and private schools. Respondents identified good and bad mentors. Their significant statements were organized into clusters of common themes, and from these clusters, exhaustive descriptions of the phenomenon were produced. Male teachers used direct metaphors to explain their expectations of what mentors should be, while female teachers' metaphors were implied rather than explicit. Though males' and females' comments reflected similarities in their expectations of mentors and mentor-mentee relationships, some gender differences emerged. Both groups believed mentors should be emotionally available and experienced teachers. Males felt mentors should be friends and confidantes and enjoy mentoring.

school board members, peer evaluators, and evaluated teachers. Teachers completed group interviews. Teacher peer review programs offered unions an avenue for successfully reconciling the competing criteria for legitimacy, though program implementation did not guarantee successful reconciliation. There were strong supporters of peer review in each district, with strong critics less evenly distributed. All four programs contributed to the betterment of overall teacher quality, though these contributions were not sufficient to meet the professional criterion for quality. To do so, unions needed to take collective responsibility for self- regulated quality control of their members. Three of the unions accepted the requisite responsibility, with varying levels of effectiveness and program quality. Policy recommendations are included. (Contains 11 references.) (SM)

ED 447 089   SP 039 565

Howard, Pierce J.
The Owner's Manual for the Brain: Everyday Applications from Mind-Brain Research. Second Edition.
PUB DATE- 00
NOTE- 830p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; Aging (Individuals); Alzheimers Disease; Attention Deficit Disorders; *Brain; Caregivers; Cerebral Palsy; Child Abuse; Child Development; Creativity; Curriculum Development; Depression (Psychology); Diseases; Dyslexia; Eating Disorders; Emotional Problems; Employment; Epilepsy; Gender Issues; Genetics; Intelligence; Interpersonal Relationship; Language Acquisition; Learning Strategies; *Memory; Mental Disorders; Mental Retardation; Music; Neurological Impairments; Nutrition; Pain; Personality Traits; Physical Activity Level; Physical Health; Problem Solving; Radiology; Sex Differences; Sexuality; Sleep; Spirituality; Stress Variables; Substance Abuse; Teacher Role; Teachi Amyotrophic Lateral Sclerosis; Cerebrovascular Disorders; Multiple Sclerosis; Parkinsons Disease
IDENTIFIERS- Amyotrophic Lateral Sclerosis; Cerebrovascular Disorders; Multiple Sclerosis; Parkinsons Disease

This book discusses what is known about the brain and memory storage and how people can improve their recall of information. There are 10 parts with 37 chapters. Part 1, "Forming a Foundation: The Context for Using Your Owner's Manual," includes topics like brain basics and brain imaging. Part 2, "Wellness: Getting the Most Out of Every Day," includes topics like nourishment, sleep, and music. Part 3, "The Birds and the Bees: Sex, Gender, and Relationships," discusses sex, gender, love, and relationships. Part 4, "Illness and Injury: What We Know About Brain Repair," includes brain-related disorders and their treatment, structural disorders, and degenerative conditions. Part 5, "Being in Control: Emotions, Motivation, Stress, and Burnout," discusses getting savvy about emotions and taking charge of one's life. Part 6, "Individual Differences: Appreciating Our Many Gifts," includes a universal language for personality traits and different ways to be intelligent. Part 7, "Learning: The Brain as Student," includes designing instruction, the teacher's role, enhancing memory, and learning style. Part 8, "Creativity and Problem Solving: Making Mountains Out of Hills," includes the psychobiology of creativity, removing barriers to creativity, and creating paraprofessional was wanting to teach. The CBEST was an important predictor of aspiration. The need for better literacy skills was not a perceived obstacle. Though grants and loans predicted aspiration, elementary respondents considered money an obstacle. Whites and African Americans were less likely to aspire than Mexican Americans, Central or South Americans, and Asian Americans. (Contains 32 bibliographic references.) (SM)

ED 447 109   SP 039 589

Siskind, Theresa Gayle
Cases for Middle School Educators.
PUB DATE- 00
NOTE- 134p.; Supported by Citadel Development Foundation and the South Carolina Center for Excellence in Accelerated Learning.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Method (Teaching Technique); Case Studies; Discussion (Teaching Technique); *Early Adolescents; Higher Education; *Middle School Students; *Middle School Teachers; Middle Schools; Preservice Teacher Education

This book presents 19 real-life cases which paint a picture of middle school education. Many of the cases grew out of the Middle School Project, an experimental program for training middle school teachers. The book offers student teachers or inservice teachers the opportunity for detailed case analysis, allowing them to practice problem solving, to mesh theory and practice, to simulate situations, and to work on collaborative solutions. An introductory chapter details the history of adolescence; traces the history of the middle school and describes the current conception; reiterates current concepts of adolescence (physical, socioemotional, and cognitive development); and defines case-based instruction. Each of the subsequent 19 chapters presents a case followed by discussion questions, questions for further reflection, and questions for school leaders. An appendix presents six standards for school leaders. (Contains 16 references.) (SM)

ED 447 110   SP 039 590

Glanz, Jeffrey; Sullivan, Susan
Supervision in Practice: 3 Steps to Improving Teaching and Learning.
PUB DATE- 00
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; Communication Skills; Educational Improvement; Elementary Secondary Education; *Faculty Development; Feedback; Inservice Teacher Education; Interpersonal Competence; Listening Skills; Mentors; Observation; Peer Evaluation; Portfolio Assessment; Reflective Teaching; *Teacher Improvement; *Teacher Supervision
IDENTIFIERS- Peer Coaching

This book and its accompanying video highlights three interpersonal approaches to instructional improvement, observation skills, and the complete reflective clinical supervision process. Based on the principles of reflective graduated. Four cohorts of contextually prepared students completed surveys on their readiness and success. Two questionnaires were developed. One collected feedback from Project Opportunity and traditional student teachers, and the other obtained feedback from university supervisors and school cooperating teachers. Student surveys examined: prediction of success, confidence, professional background, preparation, personal attributes, instructional skill, classroom management, application of knowledge, holistic understanding, student interactions, university faculty interactions, and professional opportunities. Cooperating teacher/supervisor surveys examined all but the last four constructs. Results indicated that Project Opportunity was working well. Students, faculty, and public school personnel mentioned specific areas of excellence in participating students. Cooperating teachers and university supervisors noted a visible difference between the groups of student teachers in each major category. Project Opportunity students noted an increase in confidence as educators as well as increased strength in most other areas. (Contains 11 references.) (SM)

ED 447 130   SP 039 613

Chiang, Linda H.
Teaching Asian American Students: Classroom Implications.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Asian American Students; Cultural Awareness; *Cultural Differences; *Cultural Influences; *Diversity (Student); Elementary Secondary Education; Higher Education; Immigrants; *Parent Child Relationship; Parents
IDENTIFIERS- China; Hong Kong; Japan; Korea; Taiwan

This study examined the unique learning styles of Asian-American students, noting different Asian immigrants' backgrounds and relating Asian cultures to children's learning. Data came from a literature review; interviews with 19 families from China, Hong Kong, Japan, Korea, and Taiwan who had a total of 33 children ages 6-21 years; and home and community observations conducted during spring 1998-spring 2000. Results indicated that all students came from nuclear intact families of foreign-born parents who were active in their children's academic lives. Students reported that structural teaching and clear expectations helped them focus on content being taught. Half of high school and college students preferred self-directed learning and individual projects. Teachers' approval and encouragement were important reinforcers. Parental supervision and support played an important role in children's learning. Parents provided a safe, supportive environment for their children and usually involved their children in extracurricular activities. They also pressured their children to be not only successful, but also outstanding. These children of East Asian parents adjusted well academically to American schools. They may need teacher and administrator psychological support and understanding to reduce pressure from the home and community. (Contains 12 references.) (SM)

ED 447 131   SP 039 614

Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Higher Education; *Structural Equation Models
IDENTIFIERS- *Multilevel Analysis; National Study of Postsecondary Faculty

This paper illustrates the differences in inference that can be seen when traditional and multilevel structural equation modeling techniques are applied to hierarchical data. Research on faculty is an area in which multilevel data exist, and where previous research generally has not modeled the nested structure. Using data from the National Study of Postsecondary Faculty (NSPOF), this paper demonstrates a method for analyzing data that contain measurement error and come from multilevel structures. The NSPOF database contains responses from 25,780 faculty randomly chosen from 817 participating institutions. The integration of multilevel regression modeling and structural equation modeling, which can facilitate proper inference, is used to study faculty satisfaction. In this study, no substantive differences were shown when traditional and more complex modeling techniques were compared, but the results from the analyses contribute to the knowledge base regarding the institutional and job characteristics that can affect faculty satisfaction. Two appendixes contain the NSPOF questionnaire and the EQS syntax for the "independence model." (Contains 2 tables, 7 figures, and 16 references.) (SLD)

ED 447 151 TM 031 965

Costello, Ronald W.; Cox, Marge
Putting Scholastic Aptitude Test Results on an Even Playing Field.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; *College Entrance Examinations; Comparative Analysis; *High School Students; High Schools; Scores; *Test Results
IDENTIFIERS- Preliminary Scholastic Aptitude Test; *Scholastic Assessment Tests

It is very important, when considering how students from one area compare with those from another, to use similar student performance data. This is particularly evident when comparing the performance of students taking the Scholastic Aptitude Test (SAT) from an area where many students take the test to the performance of students from an area from which only a small percentage of students participate in the SAT. It is more appropriate and useful to use SAT results in a way that is similar for each student and which shows whether the student improves from one year to the next. To that end, the Noblesville, Indiana, schools used the Preliminary Scholastic Aptitude Test (PSAT) and SAT scores for the same student, converting the PSAT scores to a score similar to the SAT score. This comparison was more meaningful in terms of student growth and class growth. The next step is to use student performance data to improve performance. (SLD)

ED 447 152 TM 031 966

implementing classes providing focused remedial instruction conducted during the school day and professional development programs and were practicing test-taking skills. Two appendixes contain the data collection report and a list of charter schools. (Contains 14 figures and 15 tables.) (SLD)

ED 447 174　　　　TM 032 016

Bazemore, Mildred; Geary, Monica; Barbour, Ken; Barefoot, Angela
The 1999-00 Preliminary North Carolina State Testing Results: Multiple Choice, Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of-Course Tests.
PUB DATE- 00
NOTE- 199p.; For the 1998-1999 results, see ED 434 904.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Charter Schools; Elementary Secondary Education; Language Arts; Mathematics Achievement; Reading Achievement; State Norms; *State Programs; Tables (Data); *Test Results; *Testing Programs
IDENTIFIERS- *North Carolina End of Course Testing Program; *North Carolina End of Grade Testing Program

This report presents preliminary results from four sets of tests that are part of the North Carolina state testing program. The Grade 3 Pretest is a multiple choice reading and mathematics test administered to students at the beginning of third grade. This pretest was administered to more than 102,000 students in the 1999-2000 school year, and 69.8% of students scored at or about Achievement Level III in reading, and 76.9% scored at the same level on the mathematics pretest. The End-of-Grade tests are state-normed tests that were administered to more than 577,000 students in grades 3 through 8 at the end of the 1999-2000 school year. The percentage of students performing at Achievement Level III and higher continued to increase, to an estimated 69.8% in 1999-2000. The North Carolina High School Comprehensive Test in reading and mathematics was administered to all students, more than 76,000, in grade 10. Some 61.8% of students taking this examination in reading scored at or above Achievement Level III, and 64.7% scored this well in mathematics. The End-of-Course tests for certain high school courses were passed at rates ranging from 46.97% for History to 72.9% for Physics. In many areas, the achievement of North Carolina students increased, but disparities in performance among subgroups were found for all four sets of tests. The achievement test results for students with limited English proficiency are also outlined. (Contains 113 tables and 10 figures.) (SLD)

ED 447 175　　　　TM 032 017

Statistical Profile: Public Schools of North Carolina, 2000.
PUB DATE- 00
NOTE- 359p.; For the 1999 Statistical Profile, see ED 438 304.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; *Educational Finance; Elementary Secondary Education; *Enrollment; High School Graduates; Profiles; *Public Schools; School Personnel; *School Statistics; *Student Characteristics; Tables (Data)
IDENTIFIERS- *North Carolina

Proposed Voluntary National Tests.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Equated Scores; *National Competency Tests; Standardized Tests; *Test Use
IDENTIFIERS- Linking Educational Assessments; Linking Metrics; *National Assessment of Educational Progress; *Voluntary National Tests

Issues involved in linking the National Assessment of Educational Progress (NAEP) to the proposed Voluntary National Tests (VNTs) are discussed. Linkage is used to refer to procedures intended to permit scores from two different tests that are designed to measure the same variable to be expressed on the same scale. There are substantial differences between NAEP and the VNT that present serious challenges to linking the VNT to NAEP. The single greatest consideration in evaluating the potential for score scales to be linked is that of construct equivalence. Allied with the notion of construct equivalence are questions of the purposes of the assessments, administration conditions, and the stakes, visibility, and motivation. The greatest impact on overall construct equivalence is the extent to which content covered on the proposed VNTs can be viewed as consistent with that covered by the respective NAEP tests. Achievement levels, reporting methods, interpretations, and audiences must also be considered. The technical problems are serious enough, and the weight of policy considerations and uncertainty about how a VNT will affect NAEP are also worth contemplating. There are policy issues that should be addressed before considering linking methods. (Contains 1 table and 11 references.) (SLD)

ED 447 197 TM 032 086

Brandt, Tiffany E.; Gielbelhaus, Carmen R.
Word Study and Spelling Achievement.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Elementary Education; *Elementary School Students; *Learning Disabilities; *Spelling; Spelling Instruction; Teaching Methods; *Word Study Skills

An action research project was conducted to measure any difference in spelling achievement after Word Study activities were used during spelling instruction. Word Study approaches to spelling instruction offer hands-on experiences with the manipulation of letters to form words. It was hypothesized that students taught spelling skills with a Word Study approach would demonstrate greater achievement as measured by the Developmental Spelling Analysis (K. Ganske, 1999) than those taught using a basal-based approach. In this quasi-experimental study, the research used a nonindependent "t" test design with matched pairs. The convenience sample consisted of 12 students in a Developmentally Handicapped classroom in a large urban

ED 447 217   TM 032 125

Lemke, Mark A.
Validity and Reliability of the Maslach Burnout Inventory for a Coaching Population.
PUB DATE- 00
NOTE- 22p.; "Funding from Concordia University, Seward, Nebraska, supported the study."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Coaches; *Burnout; *Factor Structure; Higher Education; Measurement Techniques; Scores; *Test Use; Validity
IDENTIFIERS- *Coaching; *Maslach Burnout Inventory

The factorial validity and reliability of the Maslach Burnout Inventory (MBI) (C. Maslach and S. Jackson, 1982) for use with coaching populations at educational institutions was investigated. A sample of 199 college basketball coaches served as subjects for the study. The coaches completed a demographic data sheet and a modified version of the Educators Survey version of the MBI. The responses to the MBI were subjected to a factor analysis and Cronbach's alpha test for reliability. The results indicate that the three-factor model of burnout that had been repeatedly demonstrated in other populations for the MBI was only partially applicable to college basketball coaches. The use of this modified form of the instrument with college coaches, using the current scoring system, should be questioned. (Contains 3 tables and 13 references.) (Author/SLD)

ED 447 218   TM 032 126

Dropout Rates in Oregon High Schools: 1998-99 State Summary Report.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropout Rate; *Dropouts; High Schools; *Minority Groups; *Racial Differences; School Districts; Student Characteristics
IDENTIFIERS- *Oregon

Oregon school districts are required to report to the state Department of Education students who are identified as dropouts. Information is reported on each such student that makes it possible to describe dropouts with respect to several characteristics. The Department of Education summarizes these reports for grades 9 through 12 at school, district, county, and state levels. The state dropout rate for 1998-1999 was 6.59%, and the synthetic 4-year dropout rate for 1998-1999 was 21.70%. This is the third year of reporting under the state's new dropout definition. The dropout rate for Hispanic students was more than double the overall statewide rate, and Asian/Pacific Islander students continued to have the lowest dropout rate. A primary reason students drop out is a deficiency in credits toward a high school diploma. About one quarter of the dropouts had been enrolled in the school district for 1 year or less. The reasons most often cited for leaving were being too far behind in credits to catch up, working more than 15 hours a week, having a dysfunctional home life, lack of parental support, frequent discipline referrals, substance abuse, and pregnancy or early parenthood. The studies of implementation and teaching and learning are presented along with quantitative outcomes in the areas of student achievement and classroom instruction. Findings show that at least one school engaged in each of the four processes showed improvement in several areas, while the others remained stagnant or declined. The potential strengths and weaknesses of each of these popular methods for reforming high poverty schools are discussed. An appendix contains the classroom observation form used in the case studies. (Contains 13 tables and 27 references.) (Author/SLD)

ED 447 239 UD 033 859

Shaul, Marnie S.
At-Risk Youth: School-Community Collaborations Focus on Improving Student Outcomes. Report to the Honorable Charles B. Rangel, House of Representatives.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Partnerships in Education; Program Descriptions; *School Community Programs; Urban Schools; Urban Youth

School-community initiatives and what they are accomplishing were studied. The methodology included on-site reviews of initiatives in five states and telephone interviews with officials from three other initiatives. Also interviewed were representatives from three corporations that collaborate with schools to provide students with work-based learning opportunities. In general, school-community initiatives have a dual goal similar to that of all schools: to enhance academic achievement and to prepare students to become self-sufficient adults. They differ from traditional schools in that they combine strategies to help children by: (1) developing innovative and nontraditional approaches that emphasize academic achievement; (2) creating links to future employment opportunities; and (3) blending community services into the school environment. For the most part, these initiatives have not been rigorously evaluated to determine their effect on student academic achievement or later success. The approach that has been evaluated is that of the career academy. A 10-year evaluation has found these school-within-a-school initiatives to be helpful for high risk students. Officials from the school-community initiatives visited as part of this study suggested that in addition to providing funding, the federal government could assume a leadership role in making information available about best practices and funding sources and by sponsoring conferences and an information clearinghouse. Appendixes contain discussions of the school and methodology of this study, business partnerships with school-community initiatives, and contact persons in the General Accounting Office. (SLD)

ED 447 240 UD 033 860

Cohen, Marie; Greenberg, Mark H.
Tapping TANF for Youth: When and How Welfare Funds Can Support Youth Development, Education and Employment Initiatives.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Public Welfare Foundation, Washington, DC.; Joyce Foundation, Chicago, IL.; Open Society Inst., New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Annie E. Casey Foundation,

participation in a task, initially only peripherally, and then assuming more control and ownership. Originating in the socio-cultural perspective of Vygotskyan theory and developed by later theorists, the concept of scaffolding has been extended by practical applications in technology-based environments. As the World Wide Web becomes increasingly integrated into the delivery of learning experiences at primary, tertiary and secondary levels, the concept of scaffolding needs to be redefined because it is not readily translated into contexts where the teacher is not present, as in on-line environments. This calls for a reconsideration of the nature of scaffolding and for the alignment of theory with practice. (Contains 26 references.) (Author/AEF)

ED 446 741   IR 020 370

Reggiori, Alberto; Best, Clive; Loekkemyhr, Per; van Gulik, Dirk-Willem
A Telematics Learning Environment on the European Parliament: The ParlEuNet System.
PUB DATE- 99
NOTE- 7p.; In: ED-MEDIA 99 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications. Proceedings (11th, Seattle, Washington, June 19-24, 1999); see IR 020 357. For full text table of contents: http://www.aace.org/conf/edmedia/99/toca.pdf; individual papers: http://ww.aace.org/conf/edmedia/99/edm99add.pdf. Small print in figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; *Cooperative Learning; Distance Education; Educational Media; Educational Resources; Educational Technology; Foreign Countries; *Information Networks; Information Systems; Instructional Materials; Internet; Learner Controlled Instruction; *Multimedia Materials; Secondary Education; Teaching Models
IDENTIFIERS- *European Parliament

The ParlEuNet (European Parliament Network) under development at the Joint Research Center of the European Communities is a Web-based information system that will provide a multimedia educational platform for 10 secondary schools across Europe. Schools, teachers and pupils will use the system to teach, learn about, and prepare collaborative projects on the European Parliament. State of the art Internet technology together with a set of pedagogical models will be employed to give live access to a highly dynamic multimedia database and promote a student-centered problem based learning. Web servers, browsers, digital certification, Java/JavaScript, URN and metadata technologies will allow an easy and transparent access to a set of resources. The pilot experiment under development will have to provide a validation platform to propose useful, transferable models on learning in a telematics environment for generalization in a maximum number of European schools. The purpose of this paper is to give a general idea of the ParlEuNet system, showing its component parts, discussing its possible uses and describing the basic techniques that will be used to implement it. (Contains 15 references.) (Author/AEF)

ED 446 742   IR 020 371

components of the online model: World Wide Web-based materials; criterion-based assessment system; reflective feedback; pacing; peer sharing and conferencing; and alternate computer stations. Performance and effects of self-pacing are discussed in the second section, including recorded reflections of online self-pacing student actions and anxiety level with regard to difficulty in asking questions and increase in student confidence. The third section summarizes positive and negative aspects of the online classes related to previous computer experience, lack of self motivation, whether the student is actually doing the work, what the online student misses, the need for a chat room or buddy system, and meeting student needs. (MES)

ED 446 762 IR 020 396

Flanagan, Lynn; Hallett, Karin; Armstrong, Rhonda
Timesaving Tips for Information Gathering.
PUB DATE- 00
NOTE- 13p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Databases; Bibliographies; Citations (References); Computer Software; *Information Retrieval; *Information Seeking; *Information Services; Selective Dissemination of Information

This paper provides timesaving tips for information gathering. Part 1 presents the following tips for use of bibliographic databases: (1) read the help screens for the specific database you are using; (2) make use of the different access points and the limit features for the specific database you are using in order to focus your results; (3) learn which indexes include your favorite journal titles; (4) determine how to locate an item; (5) repeat a search; (6) use the update codes; (7) use persistent links; and (8) view the table of contents of a particular journal issue. Part 2 discusses current awareness services, including examples of basic services, a table of contents service, a search strategy service, a document delivery current awareness service, and current awareness on the Internet. Part 3 covers bibliographic management software to import citations from databases for use in a bibliography. (Contains 10 references.) (MES)

ED 446 763 IR 020 397

Johnston, Timothy C.; Alexander, Lynn; Conrad, Craig; Fieser, James
Compensation Models for Teaching and Development of Asynchronous Courses.
PUB DATE- 00
NOTE- 12p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

administration) increased by 7.1% and declined from 7.9% to 7.8% of the total. Teaching salaries showed the largest dollar increase at $22.4 million, or 8.2%. Among the objects of expenditure, Professional Services showed the largest percentage increase at 36.7%, although the increase of $1.9 million is only 2.5% of the budget increase. Scholarships increased by 7.7%, up from last year's increase of 6.9%. Use of carryover funds from the previous year declined by 6.9%, from $15.3 million to $14.2 million. (VWC)

ED 446 784   JC 000 722

Access and Success for System Goals for People of Color in Washington Community and Technical Colleges: Sixth Progress Report.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Access to Education; *Community Colleges; *Institutional Evaluation; *Minority Groups; Organizational Objectives; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

In May of 1993 the Washington State Board for Community and Technical Colleges adopted a goal related to the participation and success in college of faculty, staff, and students of color. Since that time staff have provided periodic progress reports on these original goals and their related indicators. This sixth progress report follows in that tradition. A review of the indicators suggests colleges are providing equitable access to college for students of color in general. The access ratio for all groups of color ranges from 1.12 to 1.61, substantially above parity at 1.00 for overall enrollment, including basic skills. The college-level access ratio is high for Asian/Pacific Islander, African American, and Native American but is slightly below parity for Latino/Hispanics. Latino/Hispanic students' access, however, has improved significantly. The basic skills rate for students of color is below that of whites. The system is not having success in improving student progress in college-level classes for students of color or for white students. Of those students retained, rates for transfer and completion in high wage job preparatory programs have improved for students of color. The diversity of faculty, though much less than the diversity of the student population, continues to outpace the rate of growth of student diversity. (Author/VWC)

ED 446 785   JC 000 723

The Associate Degree as a Transfer Credential: A Discussion Paper.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); *Associate Degrees; College Transfer Students; Community Colleges; Foreign Countries; *Higher Education; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *British Columbia

Intends to facilitate discussion between the British Columbia

Concerns of Parents of Young" (30 minutes) features parents expressing some universal concerns regarding their young children. Child psychologists and pediatricians offer comforting and common sense suggestions about how to stimulate infants simply by talking to them; how to handle the new independence and associated tantrums of 2-year-olds; turning sibling rivalry into sharing; and how to deal with death with young children by keeping explanations simple. The video "Helping Young Children Learn" (25 minutes) explains the role parents should play in fostering learning in children from birth to age 5. In addition, the video features experts discussing the continuing challenge for educators and parents to enable children to learn as fully as possible without pushing too hard or letting them drift into boredom. (HTH)

ED 446 805 PS 027 726

McIntire, Roger
Raising Good Kids in Tough Times: 7 Crucial Habits for Parent Success.
PUB DATE- 99
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Child Behavior; *Child Rearing; *Discipline; Family Environment; Listening Skills; *Parent Child Relationship; Parent Role; *Parenting Skills; Values Education

Noting that parenting today is challenging because of the dangerous examples and attitudes to which children are exposed, this book discusses seven habits that parents can adopt to help them establish a good relationship with their children. Chapters 1 through 3 discuss the habits that deal with the styles and routines in daily situations: (1) "Habit 1: Listen Well" includes rules for "little" talks and cautions for parents in conversation; (2) "Habit 2: Teach Well" includes a discussion of computer use and problem students; and (3) "Habit 3: Show Them You Like Them--Help Them Like Themselves" includes a discussion of ingredients for a good parent-child relationship and undesirable habits by default. Chapters 4 through 7 explore strategies that have parents' happiness in mind as well as the child's progress: (4) "Habit 4: Send the Right Messages about Values and Character" includes a discussion of values learned through family connections, and children and movies; (5) "Habit 5: Mind Your Model" includes a discussion of what is good behavior and how much explanation is required for children; (6) "Habit 6: Use Caution with Punishment" includes a discussion of punishment alternatives and the work of being a parent; and (7) "Habit 7: Keep Your Adult Perspective" includes a discussion of how friends and parent teams can help. The book contains exercises that give parents the opportunity to take an objective look at how their children are dealing with their family experiences and how parents can maintain an enjoyable family life. The book concludes with extra behavior charts for photocopying. (LPP)

ED 446 806 PS 027 777

PEEP Annual Report, 1997-1998.
PUB DATE- 98

ED 446 826 PS 028 947

Richardson, Kathy
Mathematics Standards for Pre-Kindergarten through Grade 2. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; Developmentally Appropriate Practices; Early Childhood Education; Learning Processes; Mathematical Concepts; Mathematics Activities; *Mathematics Education; *Young Children
IDENTIFIERS- *National Council of Teachers of Mathematics

The National Council of Teachers of Mathematics recently published "Principles and Standards for School Mathematics." For the first time, these new standards include pre-kindergarten standards, while outlining the mathematics that children should learn as they progress through school. The standards present a broad view of what mathematics is and can be for young children--a view that early childhood educators implementing developmentally appropriate practices can use. This digest discusses the latest mathematics standards for young children and how teachers can use developmentally appropriate practices to help children meet these standards. The digest points out that "Principles and Standards for School Mathematics" identifies both content and process standards. The content standards are organized into several areas: (1) number and operations; (2) geometry; (3) measurement; (4) data analysis and probability; and (5) algebra. The process standards set out in "Principles" are congruent with developmentally appropriate practice and include the following: (1) problem solving; (2) reasoning and proof; (3) communication; (4) connections; and (5) representation. Teachers' questioning techniques--including those intended to help children understand concepts, hypothesize, and generate interesting questions--can help children appreciate the mathematics that surrounds them. The digest cautions that in our eagerness to help children meet the standards, we must take care not to use instructional methods that give the appearance of high math achievement but that, in fact, interfere with real growth in understanding. The digest concludes by noting that the most effective way to meet standards is to work toward them by beginning wherever the child is--any other strategy simply wastes the child's time and prevents the development of the essential foundational understandings and skills needed for future success. (LPP)

ED 446 827 PS 028 948

Haugland, Susan W.
Computadoras y ninos pequenos (Computers and Young Children). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; For English version, see ED 438 926.
LANGUAGE- Spanish

to evaluate the educational options for teenagers who wish to return to public school; and (5) "Ten Reasons to Homeschool through High School," including providing a head start on college, travel opportunities, work experience, improving family closeness, reducing peer pressure, and providing an opportunity to enjoy learning. (KB)

ED 446 847   PS 028 969

Current Data on Child Care Salaries and Benefits in the United States.
PUB DATE- 00
NOTE- 31p.; For an earlier version of this report, see ED 418 801.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Care Occupations; *Child Caregivers; *Compensation (Remuneration); Day Care; Fringe Benefits; Health Insurance; Preschool Education; *Preschool Teachers; Salary Wage Differentials; Tables (Data); *Teacher Salaries; Wages

This report compiles the most recent salary and benefits data available for the U.S. Child care workforce. Data for average wages of preschool teachers and child care workers are presented for each state. Comparisons between median hourly wages for child care jobs and other occupations are presented graphically. Initiatives at the federal, state, and local levels for improving child care salaries or benefits are delineated. Appendix 1 contains current compensation and turnover data from selected states and Canadian provinces collected in 1997 or later. Appendix 2 provides a compilation of reports detailing salary data collected prior to 1997. The report points to the need for more consistent, reliable, and comprehensive data collection about the child care workforce. (KB)

ED 446 848   PS 028 970

Michaelsen, Kim Fleischer; Weaver, Lawrence; Branca, Francesco; Robertson, Aileen
Feeding and Nutrition of Infants and Young Children: Guidelines for the WHO European Region, with Emphasis on the Former Soviet Countries. WHO Regional Publications, European Series, No. 87.
PUB DATE- 00
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Breastfeeding; Caregiver Child Relationship; Child Development; *Child Health; Dental Health; Food Standards; Foreign Countries; Infant Care; *Infants; National Standards; *Nutrition; Parent Child Relationship; *Young Children
IDENTIFIERS- Europe; Feeding; Food Preparation; *World Health Organization

Noting that good feeding practices will prevent malnutrition and early growth retardation, which are still common in some parts of the World Health Organization (WHO) European Region, this report provides a scientific rationale for the development of national nutrition and feeding recommendations for children from birth to 3 years and presents guidelines for the WHO European Region, emphasizing the countries of the former Soviet

Causal Connections"; (5) "Acquiring Self-Regulation"; (6) "Communicating and Learning"; (7) "Making Friends and Getting Along with Peers"; (8) "The Developing Brain"; (9) "Nurturing Relationships"; (10) "Family Resources"; (11) "Growing Up in Child Care"; (12) "Neighborhood and Community"; (13) "Promoting Healthy Development through Intervention"; and (14) "Conclusions and Recommendations." The book's four appendices include related reports from the National Academies, and discussion of technologies for studying the developing human brain. Contains 1,821 references. (HTH)

ED 446 867 PS 029 006

KIDS COUNT, 2000: The State of the Child in Tennessee.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 117p.; For 1999 report, see ED 440 728.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Custody; *Child Health; Child Neglect; Child Safety; Child Welfare; *Children; Counties; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Health Insurance; Incidence; Income; Infant Mortality; Infants; Juvenile Justice; Mortality Rate; One Parent Family; *Poverty; Pregnant Students; Prenatal Care; School Safety; *Social Indicators; Special Education; State Surveys; Statistical Surveys; Substance Abuse; Tables (Data); Trend Analysis; Violence; Welfare Recipients; *Well Being
IDENTIFIERS- *Indicators; Out of Home Care; Project Head Start; Sexually Transmitted Diseases; *Tennessee

This KIDS COUNT report examines statewide trends in the well-being of Tennessee's children. The statistical portrait is based on indicators of children's well-being in five broad areas: (1) healthy babies, including enrollment in the TennCare insurance program, prenatal care, infant mortality and child deaths, and immunizations; (2) healthy children, including teen deaths, substance abuse, and sexually transmitted diseases; (3) healthy minds, including mental health, education, high school dropout rates, and child care and preschool education; (4) healthy families, including population demographics, unemployment, single-parent families, and income and poverty; and (5) healthy communities, including domestic violence, child abuse, juvenile justice, child welfare, and school safety. Following an executive summary highlighting major findings, the report provides findings, by county, for each of the indicators. Among the findings are the following: (1) nearly half of TennCare participants are under age 20; (2) African-American babies died nearly two and a half times more often than white babies; (3) in the 15-19 age group, white teens were 3 times more likely than African American teens to die in an automobile accident, whereas African American teens were 16 times more likely than white teens to die due to homicide; (4) the number of regulated child care agencies in Tennessee has increased; (5) high school dropout rates have decreased; (6) Tennessee ranked 41st among states in median income; (7) food stamp participation has decreased since 1994; (8) child abuse declined slightly between 1997 and 1998; and (9) between 1994-95 and 1998-99 the number of children committed to state custody declined by nearly one third. The report concludes with definitions and data sources. Contains 92 references. (HTH) life and shows the realities of the reservation: shattered families, bitter tribal politics, friction between Whites and Indians, and the struggle against a belief that Indian children, even the most intelligent and talented, are destined for heartbreak. Although Sharon's team did not make the state championship and she did not get a college scholarship, the epilogue relates how she finally did attend college in spite of many hardships, and considers that feat her biggest win. (Contains an index and photographs.) (Author/TD)

ED 446 886 RC 022 674

Lising, Mimi
Building Healthy Hearts for American Indians and Alaska Natives: A Background Report.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alaska Natives; American Indian Education; *American Indians; At Risk Persons; Community Health Services; Culturally Relevant Education; Demography; Health Programs; *Health Promotion; *Heart Disorders; Models; Outreach Programs; Program Development; *Public Health
IDENTIFIERS- *Cardiovascular Diseases; *National Heart Lung and Blood Institute

In keeping with its priority to reduce the disproportionate burden of heart, lung, and blood diseases in minority populations, the National Heart, Lung, and Blood Institute has established an outreach project called Building Healthy Hearts for American Indians and Alaska Natives. This background report provides an overview of the cardiovascular health status of this population to guide development of the project. Section 1 discusses the limitations of data on the health of Native people. The second section presents demographic characteristics of Native Americans. Section 3 discusses cardiovascular disease mortality, major cardiovascular risk factors, and effects of these risk factors on Native people. The fourth section describes health knowledge, beliefs, and behaviors of Native Americans including their perceptions of health. Section 5 highlights several existing community-based health promotion and disease prevention programs targeted at Native Americans. The sixth section presents recommended strategies for designing community-based health promotion programs for Native Americans based on the success of existing programs. Section 7 discusses five theoretical models of health promotion programs targeting Native people. The final section offers recommendations for improving the heart health of Native Americans based on existing literature, evaluations of current programs, and telephone interviews with people working to improve Native health. (Contains 60 references.) (TD)

ED 446 887 RC 022 675

Mehta, Kala; Gabbard, Susan M.; Barrat, Vanessa; Lewis, Melissa; Carroll, Daniel; Mines, Richard
Findings from the National Agricultural Workers Survey (NAWS), 1997-1998: A Demographic and Employment Profile of United States Farmworkers.
PUB DATE- 00

inheritance phenomena observed in computer-generated "fruit flies". Throughout the course students were encouraged to explore epistemological issues related to the assessment and justification of knowledge claims (explanatory models) in genetics. Findings indicate that students' conceptions of models changed during the nine-week course. Initially the majority of students equated scientific models with proof of theories but by the end of the course, most students demonstrated understanding of the conceptual nature of scientific models and the need to justify such knowledge according to both its empirical utility and its conceptual consistency. (Contains 17 references.) (Author/WRM)

ED 446 907 SE 063 739

Rosebery, Ann S.; Warren, Beth
Children's Ways with Words in Science and Mathematics: A Conversation across Disciplines (Durham, New Hampshire, December 4-7, 1999). Special Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; Elementary Secondary Education; *English (Second Language); *High Risk Students; Learning Processes; Limited English Speaking; Linguistics; *Mathematics Education; *Minority Groups; Multicultural Education; *Science Education; Verbal Communication

At a time when children from culturally and linguistically diverse backgrounds represent the fastest growing school-age population in the United States, too many of these children are failing in school science and mathematics. This report discusses the events and recommendations of the Children's Ways with Words in Science and Mathematics conference which brought together educators and researchers from diverse backgrounds and disciplines to explore issues related to learning and achievement in science and mathematics for poor and minority students. (Contains 26 references.) (WRM)

ED 446 908 SE 063 772

Stokking, K.; van Aert, L.; Meijberg, W.; Kaskens, A.
Evaluating Environmental Education.
PUB DATE- 99
NOTE- 139p.; For related document from the same preparing institution, see SE 063 773. First author's name is "H. Stokking" on cover page. Translated from Dutch by Rosemary Martin. Published in cooperation with Stichting Veldwerk Nederland. Sponsored by the Ministry of Agriculture, Nature Management and Fisheries, The Netherlands.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Evaluation; Foreign Countries; Higher Education; Organization; *Questionnaires; Research

This book is the English version of "Evaluating Environmental Education" which was developed and financed by the Netherlands

What Really Should Be Taught in the Elementary Mathematics Methods Course?
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Chicago, IL, January 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Elementary Education; Higher Education; Mathematics Education; *Methods Courses; *Preservice Teacher Education; Teacher Surveys

This paper presents the results of a survey that was administered to mathematics methods instructors, mathematics supervisors, inservice elementary school teachers, and preservice elementary teachers to investigate their beliefs about what should be taught in a preservice mathematics methods course. Current trends, doing mathematics, teaching a lesson, curriculum resources, manipulatives, problem-centered teaching, and questioning techniques received the highest mean responses from participants. (ASK)

ED 446 932 SE 063 972

Friel, Susan N.
MaSTech: Mathematics, Science, and Technology.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Chicago, IL, January, 1999). Produced with Julie Sliva.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Discussion Groups; *Faculty Development; Higher Education; *Internet; Mathematics Education; Middle Schools; Preservice Teachers; Problem Solving; *Telecommunications

The purpose of this study was to evaluate the effects and the effectiveness of the use of an on-line community to support preservice teacher and new teacher interaction and development. Mathematics, Science, and Technology (MaSTech) was designed to connect middle grade mathematics preservice teachers and beginning teachers with their peers as well as with university education supervisors and two graduate students who are master teachers in teaching mathematics. MaSTech aimed to provide a forum for peer-mediated learning and to promote effective problem-solving among preservice teachers and beginning teachers. Participants in MaSTech found the use of the on-line forum to be a profitable and enjoyable experience. (Contains 13 references.) (ASK)

ED 446 933 SE 063 975

Liebars, Cathy
Journal Writing: A Model for Mathematics Teacher Education.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Washington, DC, February 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

activities and lists of recommended books and Internet resources. (ASK)

ED 446 956 SE 064 109

All about Plant Adaptation. Plant Life for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 105-108. Videotape designed for grades K-4.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Adjustment (to Environment); *Botany; Elementary Education; Environment; Environmental Influences; Hands on Science; *Plants (Botany); Science Activities; Science Experiments; Videotape Recordings
IDENTIFIERS- *Flowers; *Fruits

Plants can survive in even the harshest of environments, from the freezing Arctic to the arid desert. In All About Plant Adaptation, join young plant lovers as they uncover some of the amazing ways that plants have adapted over millions of years enabling them to survive almost anywhere on Earth. Discover how some plants living in cold, arctic climates or dry, arid regions have adapted by remaining inactive or dormant for long periods of time. Examine how some plants have evolved to survive under the lush, thick canopy of the rainforest. Find out how epiphytes, like some orchids, are able to obtain their water and nutrients right out of the air! Learn about other ways that plants have adapted either to protect themselves from predators or to help them reproduce to ensure their survival. A hands-on experiment that explores how the Venus flytrap has adapted to survive in mineral-free water is also included. This title correlates to the National Science Education Standards for Life Science -- characteristics of organisms, life cycles of organisms and organisms & environments. This title includes a teacher's guide featuring additional information on the topic, vocabulary words, discussion questions, follow-up activities and lists of recommended books and Internet resources. (ASK)

ED 446 957 SE 064 110

Science as Inquiry in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; Videotape designed for grades 5-8.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Critical Thinking; Hands on Science; *Inquiry; Intermediate Grades; Investigations; Junior High Schools; Science Activities; Science Experiments; Science Projects; Scientific Methodology; *Thinking Skills; Videotape Recordings

Building on the scientific and investigative knowledge that students acquire over the years, this program delves deeper into the theory of "science as inquiry". This program helps students recognize the intricate relationship between explanation and evidence through engaging examples. Students trace the path of scientific inquiry--guided by knowledge,

(U. Ganiel); (10) "Designing a Major for Prospective Middle School Math and Science Teachers" (A. Heckler); (11) "Redesigning a General Biology for Non-Science Majors" (C. A. Huether); (12) "The Education of Physics Graduate Assistants" (E. L. Jossem); (13) "Developing and Implementing a Critical Inquiry Approach to a Large, Existing Introductory Biology Program at a Research I University" (S. Rissing, M. E. Beeth, and N. Baker); (14) "Teaching High School Physics" (H. Heinmiller); (15) "The Role of Science Education Research Journal in Redesign" (C. Anderson); (16) "The Redesign of a Professional Organization to Support Redesign in Science Education" (J. Gess-Newsome); (17) "Redesign: The Changing Role of Professional Societies" (J. H. Stith); (18) "The BioQUEST Curriculum Consortium" (J. Jungck); (19) "System Reform at the State Level" (S. P. Meiring); and (20) "Science Pivots around the Middle" (M. Lightbody). (YDS)

ED 446 980 SE 064 236

Brown, Mary H.; Dickinson, Rosemary
Earth Science: A Multifaceted Investigation of Soil. Self-Directed Study Units for Grades K-3 and 4-8.
PUB DATE- 94
NOTE- 125p.; For other books in series, see SE 064 237, 239, 241-243..
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academically Gifted; Activity Units; *Earth Science; Elementary Education; *Independent Study; Interdisciplinary Approach; *Multiple Intelligences; Science Activities; Science Instruction; *Soil Science; Thinking Skills; Writing (Composition)
IDENTIFIERS- Earth

This book consists of two complete units on soil. The first unit is created for lower elementary students and the second one is for upper elementary grade levels. The units are designed for gifted students and encourage students to be responsible for their own education. Each unit is based on an interdisciplinary approach. Suggestions for adaptation of the units are also included. (YDS)

ED 446 981 SE 064 237

Tanner, Joey
Paleontology--Dinosaurs and Other Fossils: Digging into the Past. Self-Directed Study Units for Grades K-3 and 4-8.
PUB DATE- 93
NOTE- 103p.; For other books in series, see SE 064 236, SE 064 239, SE 064 241-SE 064 243.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academically Gifted; Art; *Dinosaurs; Elementary Education; *Independent Study; Interdisciplinary Approach; *Multiple Intelligences; *Paleontology; Science Activities; Science Instruction

This book consists of two complete units on paleontology, dinosaurs, and fossils. The first unit is created for lower elementary students and the second one is for upper elementary grade levels. The units are designed for gifted students and encourage students to be responsible for their own education.

Free Exercise of Religion, 1791-1991"; (4) "The Constitutional Prohibition of an Establishment of Religion, 1791-1991"; and (5) "Constitutional Issues on Freedom of Religion, 1991-1998." Introductory and explanatory text accompanies each document to help students understand the nature of the conflicts, the issues being litigated, the social and cultural pressures that shaped each debate, and the manner in which the passions of individual government officials, justices, and presidents affected policy development. Contains a glossary and categorical listings of Supreme Court cases treated in the collection. (BT)

ED 447 006 SO 031 652

Economics for Leaders.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Classroom Techniques; Discussion (Teaching Technique); *Economics; *Economics Education; Leaders; National Standards; Secondary Education; Social Studies
IDENTIFIERS- National Standards Project in Economics; Small Group Communication

This economics unit of study consists of 10 lessons. Each lesson sets out key terms (such as demand, scarcity, monetary costs, property rights, and cost/benefit analysis); outlines the national content standards addressed; lists objectives; provides teaching and discussion ideas; suggests sample interactive discussion problems and sample small group discussion problems; and finally, provides definitions for the key terms. (BT)

ED 447 007 SO 031 706

Jaffee, Cyrisse, Ed.; Sharma, Amina, Ed.
Culture Shock: A Teacher's Guide To Accompany the Four-Part PBS Series Premiering January 2000.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.; National Endowment for the Arts, Washington, DC.; Corporation for Public Broadcasting, Washington, DC.; Ford Foundation, New York, NY.; John S. and James L. Knight Foundation, Miami, FL.; Geraldine R. Dodge Foundation, Morristown, NJ.; George Gund Foundation, Cleveland, OH.
PUB DATE- 99
NOTE- 89p.; Videotape series not available from ERIC. Additional funding provided by the Herb Alpert Foundation, the Nathan Cummings Foundation, the Albert A. List Foundation, and the Sheldon H. Solow Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Expression; Cultural Education; *Culture Conflict; *Documentaries; Historical Interpretation; *Modern History; *Popular Culture; Public Television; Secondary Education; Social Studies; Television Viewing

This teacher's guide accompanies the four videos ("Born to Trouble: Adventures of Huckleberry Finn"; "The Shock of the Nude: Manet's Olympia"; "Hollywood Censored: Movies, Morality and the Production Code"; and "The Devil's Music: 1920s Jazz")

Sheet"); and "Resources" ("Critical Success Factors for Achieving District-Wide Arts Education"; "The Role of the Arts in Brain Development and Maintenance"; "Arts Education Web Sites"; "Content Standards for the Arts"). (BT)

ED 447 028 SO 032 253

Teaching and Learning to Standards: Social Science. Teacher Resources, 1999-2000.
PUB DATE- 99
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Benchmarking; *Citizenship Education; Elementary Secondary Education; *Public Schools; *Social Sciences; Social Studies; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Oregon

Education in the social sciences aims to help students develop as rational, humane, and productive citizens in a democratic society. Four elements of social studies education are necessary to help develop such citizens: knowledge, skills, values, and participation. Both the formal and the informal curriculum should be based on a reasoned commitment to a core of democratic values, ideas, and beliefs. As important as what the students learn is the way in which the student learns. The resource materials that comprise this guide are gathered together to help educators build an environment where: all teachers are informed and committed to improving education in the social sciences; all teachers are clear about the target social science standards, benchmarks, and eligible content; standards, curriculum, and assessment are closely aligned; and students are engaged in active learning with teaching that builds upon past experiences and previous knowledge. The guide organizes the content standards in social science in five strands: history (including U.S. history and world history); geography; civics; economics; and social science analysis. It outlines content standards using a chart-style format, and then discusses the following curriculum and instruction: Benchmark 1: Primary (K-3); Benchmark 2: Elementary (4-5); Benchmark 3: Middle School (6-8); CIM Benchmark: High School (9-10); All Grade Levels; Sheltered Instruction; Web: Editorial Cartoons; and Internet Helps Meet Social Studies Benchmarks. Includes assessment and resources sections. (BT)

ED 447 029 SO 032 255

Anderson, Sue; Farrell, Renee; Robbins, Susan; Stanley, Melissa
North Dakota Dance Performance Standards.
PUB DATE- 00
NOTE- 32p.; For a companion document, "North Dakota Dance Content Standards," see SO 032 256.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Benchmarking; *Dance; *Dance Education; Elementary Secondary Education; Performance Based

herald a new age of peace, the 1990s have seen more than five million people die in over 35 deadly conflicts. New technologies have made warfare ever more deadly. There is, however, a breadth of options available to prevent or control deadly conflict in the world. This curriculum module aims to introduce high school students to the tools that have been used successfully to prevent violence, and to demonstrate why it is urgent that the United States act to prevent conflict beyond its borders. Through group work and simulations, students can gain experience in analyzing deadly conflicts and prescribing strategies for preventing them. The module begins with an introduction and rationale, an overview, goals, materials and equipment needed, grade levels and subjects, social science standards, time and suggested sequence of activities, and small group roles. The three supporting lessons are: (1) "What Is 'Deadly Conflict?'" (contains 2 transparencies, 2 teacher information cards, and 6 handouts); (2) "Analyzing Conflict" (contains 2 transparencies, a teacher information card, and 11 handouts); and (3) "How Might Recent Conflicts Have Been Prevented?" (contains a teacher information card and 11 handouts). Appendixes contain an extensive glossary and a list of general references, as well as references for each lesson. (BT)

ED 447 051   SO 032 289

Lee, Christopher J.
South Africa in World Historical Perspective: An Introduction to the History of South Africa. A Curriculum Unit for Grades 11-Adult.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 69p.; Funding for this project provided by the Center for African Studies, Stanford University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Area Studies; Foreign Countries; Global Approach; High Schools; Higher Education; *Perspective Taking; Social Studies; *Thematic Approach; *World History
IDENTIFIERS- National History Standards; *South Africa; *South African History; Timelines

This curriculum unit seeks to place South Africa's history in a world historical perspective. Although the unit cannot provide a comprehensive analysis of South Africa's place in the world, it does intend to provide an introductory framework by exploring the broad themes of settlement, economic development, and political development. It is specially designed to conform to the National History Standards for high school students studying world history. The unit is intended to be flexible enough to help those teachers who seek a basic framework to teach South Africa's history exclusively, as well as those who seek to incorporate South Africa's history into a pre-existing curriculum. The unit is divided into three lessons: (1) "Geography and Settlement"; (2) "Industrialization and the Development of 20th-Century South African Society"; and (3) "Resistance and the End of White Minority Rule in South Africa." A combination of lecture outlines, handouts, and small group activities is provided for each lesson. The introduction gives purpose, objectives, outline of activities, equipment needed, a timeline, and background information. Supplementary materials for both teacher and students can be used to extend the unit. Suggested materials are listed in the appendix. (BT)

Females felt mentors should coach or give advice. Males' metaphors revealed a mentor-mentee relationship that was similar to the relationship between therapists and clients or parents and children. Females perceived the relationship as similar to the practical relationship between a coach and athlete or advisor and advisee. Three appendixes include: tables of significant statements; tables of clusters of common themes; and tables of textual, structural, and exhaustive descriptions. (Contains 12 references.) (SM)

ED 447 071 SP 039 539

McNair, Shannan
Holding Up a Mirror: Classroom Assessment Techniques in a Graduate Early Childhood Teacher Education Program.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Early Childhood Education; Evaluation Methods; Graduate Students; Graduate Study; Higher Education; *Performance Based Assessment; Preservice Teacher Education; Self Evaluation (Individuals); *Teacher Evaluation

This paper introduces the use of various classroom assessment techniques for evaluating teachers, suggesting how information gained from these assessments can improve college teaching practice. Classroom assessment can help instructors become more sensitive to individual students, create more awareness of where understanding is less clear, keep students more engaged and challenged, and model practices helpful to students' own teaching practice. Steps in this process include: developing questions one wants to ask about one's own teaching; selecting or developing classroom assessment techniques that best address those questions; administering the assessment tasks or strategies; interpreting the data; and using those data to plan the next teaching/learning experience. This paper discusses the importance of a course in authentic early childhood education observation and assessment techniques, which should involve modeling of appropriate classroom assessment and the process of utilizing information gained to best meet students' instructional needs. It describes how one college professor experimented with various classroom assessment techniques in order to develop and maintain a high quality learning experience in her classroom. She used classroom assessments to examine the extent to which graduate students met course objectives and to identify elements of the teaching/learning process that best meet students' instructional needs. (SM)

ED 447 072 SP 039 541

The Preparation of Teachers for Kentucky Schools: A Survey of New Teachers. Summary Report.
SPONS. AGENCY- Prichard Committee for Academic Excellence, Lexington, KY.; Kentucky Inst. for Education Research, Frankfort.; Kentucky State Council on Higher Education, Frankfort.; Kentucky State Dept. of Education, Frankfort.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

leverage. Part 9, "Working Smarter: The Brain in the Workplace," highlights brain friendly approaches to change and brain ergonomics. Part 10, "Schemas, Reality, and Spirituality: Looking Beyond Appearances," includes epistemology, states of consciousness, and new mind-body applications. (SM)

ED 447 090 SP 039 566

Kosmoski, Georgia J.; Pollack, Dennis R.
Managing Conversations with Hostile Adults: Strategies for Teachers.
PUB DATE- 01
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Anger; Codes of Ethics; Elementary Secondary Education; *Interpersonal Relationship; Parent Attitudes; *Parent Teacher Cooperation; Resistance (Psychology); Sexual Harassment; Substance Abuse; *Teachers
IDENTIFIERS- Coercive Behavior; Gossip

This book is designed to help teachers deal with hostile adults, drawing from the experiences of over 250 practicing teachers. The book begins with data from a 2-year study that includes surveys and in-depth interviews with practicing teachers and certified school support professionals from diverse schools. Each chapter contains 10 sections: the story; how taxing such encounters are; the psychological perspective of the situation; a practitioner's view; a clinical view; additional suggestions; other cases in which the learned techniques apply; summary; suggested readings; and references. The chapters are: (1) "Dealing with the Angry Screamer"; "Dealing with Public Humiliation"; "Handling Parents with Blinders"; "Neutralizing a Person Under the Influence of Drugs or Alcohol"; "Refusing to be Coerced"; "Confronting a Colleague Who Steals Your Work"; "Surviving a False Sexual Accusation"; "Curbing the School Gossip"; "Reversing a Nonsupportive Action"; and "What Works: The 15 Most Often Used Strategies for Difficult, Frustrating, and Hostile Conversations." The teachers' code of ethics is appended. (Chapters contain references.) (SM)

ED 447 091 SP 039 567

Arter, Judith; McTighe, Jay
Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance. Experts in Assessment Series.
PUB DATE- 01
NOTE- 207p.; Series Editors: Thomas R. Guskey and Robert J. Marzano.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Evaluation Methods; *Performance Based Assessment; *Scoring Rubrics; *Student Evaluation

This book is designed to help teachers: clarify the targets of instruction, especially for hard-to-define problem solving;

practice, the kit is a professional development tool for educational leaders and staff members. Chapter 1, "Cycles of Professional Development," provides the framework for the staff development process recommended in the manual and outlines the different cycles that can be offered. Chapter 2, "Materials That Support the Professional Development Cycles," expands on the materials presented in the various cycles. If offers some background on listening and communication skills, feedback approaches, and the clinical supervision cycle, and it includes examples of all of the observation tools that participants use in the workshops. Chapter 3, "Alternative Approaches to Supervision and Next Steps," introduces six alternative approaches to classroom supervision (cognitive coaching, mentoring, peer coaching, portfolios for differentiated supervision, peer assessment, and action research) and helps participants formulate their ideas and beliefs about supervision and think about next steps. Four resources include: workshop overheads, observation practice sheets, a feedback form, and crib cards. (Contains 102 references.) (SM)

ED 447 111   SP 039 591

Topping, Keith
Tutoring. Educational Practices Series--5.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Discussion (Teaching Technique); Elementary Secondary Education; Error Correction; Feedback; Higher Education; Mathematics; Praise; Prompting; Questioning Techniques; Reading; Teaching Methods; *Tutoring; Tutors; Writing (Composition)
IDENTIFIERS- Error Detection

This booklet examines principles for effective tutoring. An introduction defines tutoring. Ten sections present research findings and practical applications. Section 1, "Real-Life Goals," includes making consistent, regular time; targeting real- life goals; and exploring understanding. Section 2, "Question and Prompt," discusses avoiding lectures, reviewing, concentrating, questioning, thinking, and prompting. Section 3, "Check and Correct Answers," includes observing tutee performance, error checking, promoting self-correction, intervening, and ensuring correct correction. Section 4, "Discuss and Praise," emphasizes discussing, praising, knowing when to praise, praising effectively, summarizing, and reviewing. Section 5, "Reading: Support and Review," discusses selecting materials, reading together, correcting errors, pausing, reading alone, continuing, praising, and reviewing. Section 6, "Writing: Map and Edit," includes generating ideas, mapping ideas, drafting, reading, editing, best copy, and evaluating. Section 7, "Mathematics: Make it Real and Summarize," highlights listening, reading, questioning, thinking aloud, making it real, checking, praising, encouraging, summarizing, and generalizing. Section 8, "Recruit and Match Partners," includes parental agreement, stating clear goals, considering personalities, and handling absence. Section 9, "Provide Training and Materials," includes specifying tutoring method, training in tutoring skills, and contracting. Section 10, "Monitor and Give Feedback," includes monitoring

Henson, Robin K.
Perceived Responsibility of Prospective Teachers for the Moral Development of Their Students.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Role; Educational Environment; Elementary Secondary Education; Higher Education; *Moral Development; *Moral Values; Parent Role; Preservice Teacher Education; School Role; *Student Teacher Attitudes; Teacher Responsibility; *Teacher Role
IDENTIFIERS- Moral Education

This study investigated who preservice teachers considered responsible for the moral development of their students. The study involved a qualitative examination of the journal responses of 30 preservice teachers to two questions: the extent to which schools are moral environments and the extent to which it is the teacher's responsibility to foster moral development in his or her students. Student teachers' journals addressed the role of the school or community, the teacher, and the parents. Respondents believed that schools are moral environments, essentially due to the inherent morality of the teaching process. They saw teachers as moral leaders and moralizing agents who should take some responsibility for developing students' belief systems. Student teachers felt that teachers must assume responsibility, though they were divided into four groups as to how and why. Not all respondents believed that schools and teachers should assume the role of moral development. Many indicated that the home environment or the parent was very responsible for moral development of the child. Secondary education majors tended to feel that schools had failed in the goal of being moral. (Contains 26 references.) (SM)

ED 447 132 SP 039 615

Promoting Better Health for Young People through Physical Activity and Sports. A Report to the President from the Secretary of Health and Human Services and the Secretary of Education. Fall 2000.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; After School Programs; Athletics; *Child Health; Children; Community Influence; Community Programs; Comprehensive School Health Education; Elementary Secondary Education; Family Influence; *Health Promotion; Life Style; Mass Media Role; *Physical Activities; Physical Activity Level; Physical Education; *Physical Fitness

This report discusses health promotion for young people, focusing on 10 strategies for facilitating physical activity and sports for children and youth. A background section discusses the benefits of physical activity, how much physical activity and fitness young people need, how active and fit America's children and adolescents are, and how society discourages

Higgins, Barbara Ann
An Analysis of the Effects of Integrated Instruction of Metacognitive and Study Skills upon the Self-Efficacy and Achievement of Male and Female Students.
PUB DATE- 00
NOTE- 63p.; Master's Research Project, Miami University, Ohio.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Females; Geography; *High School Students; High Schools; History; *Instructional Effectiveness; Males; *Metacognition; *Self Efficacy; *Sex Differences; Teaching Methods

The impact of using integrated metacognitive instruction on high school students' achievement, self-efficacy, and test anxiety was studied. Forty students in 2 advanced geography classes in a large suburban high school participated. The level of metacognitive strategies students used at the beginning of the semester was assessed and compared to that of the end of the semester, and these levels were compared to those of a control group. The Motivated Strategies for Learning Questionnaire (MSLQ) was used to measure metacognitive strategy use, self-efficacy for learning, and test anxiety. It was hypothesized that the treatment group would have higher scores on an achievement test, that they would report higher self-efficacy scores, and that they would also report lower test anxiety scores. Treatment effects were in the direction that was hypothesized, but there were no significant differences between the two groups, a result that may be attributed to the small sample size. Significant interactions were found between gender and achievement, metacognitive self-regulation, and test anxiety. Males had higher achievement scores, and females reported higher levels of metacognitive strategy use and higher levels of test anxiety. Attachments include lesson plans, the MSLQ, and forms used to conduct the study. (SLD)

ED 447 153   TM 031 967

De Ayala, R. J.; Kim, Seock-Ho; Stapleton, Laura M.; Dayton, C. Mitchell
A Reconceptualization of Differential Item Functioning.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Bias; Monte Carlo Methods; *Test Items
IDENTIFIERS- Item Bias Detection

Differential item functioning (DIF) may be defined as an item that displays different statistical properties for different groups after the groups are matched on an ability measure. For instance, with binary data, DIF exists when there is a difference in the conditional probabilities of a correct response for two manifest groups. This paper suggests that the occurrence of DIF can be explained by recognizing that the observed data do not reflect a homogeneous population of individuals, but are a mixture of data from multiple latent populations or classes. This conceptualization of DIF hypothesizes that when one observes DIF using the current conceptualization of DIF, it is only to the degree that the

This profile is a collection of statistical information about North Carolina's elementary and secondary schools. This is the 26th edition of the publication. The purpose of the book is to provide general statistical data to the public, professional educators, and the General Assembly including information on students, personnel, and finances. Tables with statewide data are presented in part I for: (1) pupil accounting; (2) nonpromotion rate by grade; (3) projected final average daily membership; (4) exceptional pupils; (5) pupil membership by race/ethnic origin; (6) high school graduate intentions; (7) projections of high school graduates; (8) public school dropout and retention data; (8) public school personnel summary; (9) experience status of instructional personnel; (10) highest degree held by instructional personnel; (11) selected characteristics of classroom teachers; (12) selected statistics of local salary supplements; (13) financial information; (14) transportation; and (15) course membership survey. Part II contains data on pupil accounting, high school graduate intentions, public school personnel, and current expenditures for each local school system. Part III provides pupil accounting and financial data for the charter schools. (Contains 42 tables.) (SLD)

ED 447 176 TM 032 019

Broughman, Stephen P.; Rollefson, Mary R.
Teacher Supply in the United States: Sources of Newly Hired Teachers in Public and Private Schools, 1987-88 to 1993-94. Statistical Analysis Report.
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Employment Patterns; National Surveys; Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- *Schools and Staffing Survey (NCES)

This report presents estimates of four types of newly hired teachers: newly prepared teachers, delayed entrants, transfers, and reentrants. It describes their demographic characteristics, teaching qualifications, career paths, and former occupations from the 1987-1988, 1990-1991, and 1993-1994 Schools and Staffing Surveys. Between 1987-1988 and 1993-1994, a shift in sources of newly hired teachers occurred as public school districts and private schools hired relatively more first-time teachers and relatively fewer reentrants. In school year 1993-1994, the relative contributions of first-time teachers, transfers, and reentrants to the supply of newly hired teachers were similar, and the relative importance of these groups as sources were the same in both public and private sectors. Like the teacher workforce as a whole, newly hired teachers in 1993-1994 were predominantly female and predominantly white non-Hispanic, although less so than the teacher workforce as a whole. The percentage of newly hired minority teachers increased. Many new hires gained access to teaching jobs through substitute teaching. (Contains 9 tables, 4 figures, and 25 references.) (SLD)

ED 447 177 TM 032 062

Trumbull, Elise, Ed.; Farr, Beverly, Ed.
Grading and Reporting Student Progress in an Age of Standards.

school district in Ohio. The students were tested before Word Study activities were incorporated into spelling instruction. Students were grouped into developmental spelling groups based on their scores from the Developmental Spelling Analysis and then engaged in Word Study activities. AT the end of 4 weeks, the students were posttested using the same instrument. The scores were matched and correlated to measure any increase in spelling achievement. Significant differences were found in sores before and after treatment. The non-independent "t" test scores showed t(1)=2.602p 0.05. This outcome suggests that the use of Word Study activities increases spelling achievement. (Contains 23 references.) (Author/SLD)

ED 447 198   TM 032 087

Osborne, Jason W.
The Advantages of Hierarchical Linear Modeling. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Based on a paper appearing in "Practical Assessment, Research & Evaluation," v7 n1 (available online: http://ericae.net/pare/getvn.asp?v=7&n=1).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Least Squares Statistics; Models; *Statistical Analysis
IDENTIFIERS- ERIC Digests; *Hierarchical Linear Modeling; National Education Longitudinal Study 1988; Nested Data

This digest introduces hierarchical data structure, describes how hierarchical models work, and presents three approaches to analyzing hierarchical data. Hierarchical, or nested data, present several problems for analysis. People or creatures that exist within hierarchies tend to be more similar to each other than people randomly sampled from the entire population; for this reason, observations based on these individuals are not fully independent. Hierarchical linear modeling can address problems caused by this situation. The basic concept is similar to that of ordinary least squares regression. On a base level (usually the individual), an outcome variable is predicted as a function of a linear combination of one or more level 1 variables. On subsequent levels, the level 1 slope (or slopes) and intercept become dependent variables being predicted from level 2 variables. Through this process, the effects of level 1 variables on the outcome are accurately modeled, and the effects of level 2 variables are also modeled on the outcome. Cross-level interactions can be modeled. Data from the National Education Longitudinal Survey of 1988 are used to illustrate disaggregated, aggregated, and hierarchical analyses. These analyses reveal the need for multilevel analysis of multilevel data. (SLD)

ED 447 199   TM 032 088

Brem, Sarah K.; Boyes, Andrea J.
Using Critical Thinking To Conduct Effective Searches of Online Resources. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

historic relationship between the statewide unemployment rate and the percent of juniors and seniors who withdraw from school suggests that the availability of jobs has a strong influence on the dropout rate. (Author/SLD)

ED 447 219 TM 032 127

Klein, Stephen P.; Hamilton, Laura S.; McCaffrey, Daniel F.; Stecher, Brian M.
What Do Test Scores in Texas Tell Us? Issue Paper.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Elementary Education; *Elementary School Students; National Competency Tests; *Scores; Standardized Tests; State Programs; Test Results; *Test Use; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress; Texas; *Texas Assessment of Academic Skills

Texas students have made extraordinarily large gains on statewide achievement tests, the Texas Assessment of Academic Skills (TAAS), gains so dramatic that they have been dubbed the "Texas miracle." There is general agreement that these gains are attributable to the high stakes accountability system in Texas, but there is some question about what they really mean. Several analyses were conducted to examine whether TAAS scores can be trusted to provide an accurate index of student skills and abilities. Scores on the National Assessment of Educational Progress (NAEP) were used to determine how much students in Texas have improved and whether this improvement is consistent with what has occurred nationwide. Whether gains in TAAS scores between 1994 and 1998 were comparable to those on the NAEP was studied. Also measured was whether differences in scores between whites and students of color on the TAAS were consistent with the difference between these groups on the NAEP. Finally, whether TAAS scores were related to scores on three other tests given to students in 20 Texas elementary schools was studied. Findings from these analyses raise serious questions about the validity of gains in TAAS scores. The main finding is that average test score gains on the NAEP in Texas exceeded those of the nation in only one of three comparisons. The results illustrate the difficulties in relying on statewide test results as the sole measure of student achievement when these scores are used to make high stakes decisions about teachers and schools, as well as student. (Contains 27 references.) (SLD)

ED 447 220 TM 032 224

Linn, Robert L.
Assessments and Accountability. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Based on a paper appearing in "Educational Researcher," v29 n2 p4-16.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

Baltimore, MD.; Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 32p.; Additional support provided by the Moriah Foundation and the Nathan Cummings Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Grants; *Federal Aid; Program Descriptions; Resource Allocation; *State Programs; *Welfare Services; *Youth Programs
IDENTIFIERS- *Temporary Assistance for Needy Families

This publication describes how and when it is permissible to use Temporary Assistance for Needy Families (TANF) funds for youth-related activities and services. It provides illustrations of how TANF funds are being spent on youth. The TANF block grant replaces Aid to Families with Dependent Children. The funds that states spend in order to draw down their federal allocations from this program are called maintenance-of-effort (MOE) funds. TANF and MOE funds can be used for a variety of benefits and services and can be used for youth programs. All MOE spending must be reasonably calculated to accomplish a TANF purpose, but MOE funds cannot be spent on educational activities or services that the state makes generally available to its residents. Many programs fall under TANF purposes, and TANF funds can be spent on education, employment, and youth development services not only for youth living with their parents, but also for young people living on their own, young custodial parents, and young noncustodial parents. A checklist is provided for proponents of using TANF funds for youth development or youth employment. Some examples are provided of states and counties using TANF funds for youth, and an attachment contains examples of youth programs that meet TANF purposes. (Contains 39 references.) (SLD)

ED 447 241 UD 033 862

Ku, Leighton; Blaney, Shannon
Health Coverage for Legal Immigrant Children: New Census Data Highlight Importance of Restoring Medicaid and SCHIP Coverage.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; *Child Health; *Children; Federal Legislation; Health Insurance; Hispanic Americans; *Immigrants; *Low Income Groups; Pregnancy
IDENTIFIERS- Access to Health Care; *Childrens Health Insurance Program; *Medicaid

Health insurance coverage of low-income children and parents in immigrant families has become more precarious since passage of the federal welfare law in 1996. This is primarily the result of a substantial decline in Medicaid coverage for these children and parents, which stems from restrictions that the welfare law placed on the eligibility of immigrants. Pending legislation to grant states the option of extending Medicaid and School Children's Health Insurance Program (SCHIP) coverage to immigrant children and pregnant women who entered the country since the welfare law was signed would constitute an important step toward addressing this gap in the health insurance system and would provide coverage to some of the nation's most vulnerable uninsured people. This paper examines:

Twigg, Carol A.
Improving Learning and Reducing Costs: Redesigning Large-Enrollment Courses.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Conferences; Educational Development; Educational Environment; Educational Planning; *Higher Education; *Instructional Design; Instructional Development; Instructional Innovation

On July 15-16, 1999, a group of 20 higher education leaders gathered in Roanoke, Virginia to participate in an invitational symposium on the topic of "Redesigning More Productive Learning Environments." The goal in Roanoke was to examine the validity of the conceptual framework that undergirds the projects being implemented in the Pew Grant Program in Course Redesign. The purpose of this program is to encourage colleges and universities to redesign their instructional approaches using technology to achieve cost savings as well as quality enhancements. This paper, like the discussion in Roanoke, builds on the existing theory of how to redesign more productive learning environments, which is well established. Discussion focused on specific ways to implement the theory, drawing upon the experience of large-scale redesign projects from Virginia Tech, the University of Wisconsin-Madison, Rio Salado College, the University of Illinois at Urbana-Champaign and Rensselaer Polytechnic Institute. By iterating between the planning methodology and actual implementations, the intention was to draw lessons that can be used as a guide to practice throughout higher education. This paper represents the result. (AEF)

ED 446 743 IR 020 372

e-Learning--Designing Tomorrow's Education. Communication from the Commission.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Educational Development; *Educational Technology; Foreign Countries; Information Technology; Online Systems; *Technological Advancement
IDENTIFIERS- *Europe; European Communities Commission; European Union; Technology Implementation; *Technology Integration

At the Lisbon European Council held on March 23 and 24, 2000, a goal was set for the European Union "to become the most competitive and dynamic knowledge-driven economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion." The eLearning initiative proposed by the Commission of the European Communities to attain the goals set by the Lisbon European Council is designed to mobilize the education and training communities, along with the economic, social and cultural players concerned, to enable Europe to catch up and accelerate the introduction of the knowledge-based society. The first section of this paper outlines reasons why Europe must act quickly in integrating

DESCRIPTORS- College Faculty; *Compensation (Remuneration); Computer Uses in Education; *Distance Education; Educational Technology; Faculty Workload; Higher Education; Intellectual Property; *Material Development; Models; Ownership; *Teacher Developed Materials

IDENTIFIERS- *Course Development

This paper presents models of faculty compensation for teaching and development of asynchronous learning (ALN) courses. Faculty members' concerns include teaching workload, course development effort, and ownership of intellectual property associated with ALN teaching. The models presented show that the system for adjusting faculty compensation for traditional courses can accommodate ALN course development and teaching. Models for ALN teaching include regular pay, augmented regular pay, overload pay, pay-per-class, and pay-per student. Models for ALN course development include paid development, unpaid development, royalty, and share of revenue. The problem of assigning ownership of ALN intellectual property must be resolved if faculty are to fully embrace ALN teaching methods. (Contains 16 references.) (Author/MES)

ED 446 764 IR 020 398

Beggs, Thomas A.

Influences and Barriers to the Adoption of Instructional Technology.

PUB DATE- 00

NOTE- 14p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN April 9-11, 2000); see IR 020 383.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adoption (Ideas); *Computer Uses in Education; *Educational Technology; Higher Education; Tables (Data); Teacher Attitudes; Teacher Surveys; Use Studies

IDENTIFIERS- *Barriers to Implementation; *Technology Integration; Technology Utilization

This study at the State University of West Georgia examined barriers and influences to faculty adoption of technology into instruction. The sample for the study was the 348 full-time faculty at the university. A survey was designed to determine the faculty's self-reported knowledge and use of technology, factors influencing their use of technology, and perceived barriers to the use of technology in the classroom. Faculty were also asked about the importance of instructional technology to their teaching and if they would continue to adopt new technology. The following factors influencing use of technology were ranked: improved student learning; advantage over traditional teaching; equipment availability; increased student interest; ease of use; compatibility with discipline; time needed to learn; materials in discipline; compatibility with materials; training; administrative support; personal comfort; and colleague use. The data showed the faculty recognized common barriers to instructional technology as well as influences that helped them overcome the barriers. (Contains 28 references.) (MES)

ED 446 765 IR 020 399

Sorg, Steven E.; Darling, Carol J.

Institutionalizing Distributed Learning: Models of Practice.

PUB DATE- 00

Council on Admissions and Transfer and degree-granting institutions regarding the feasibility of establishing new transfer arrangements for students who have completed an associate degree in a British Columbian (BC) college or university college and are subsequently admitted to another degree-granting institution. Focuses on the initiative of providing improved transfer for associate degrees as transfer difficulties created by the complexity of the BC transfer environment increases. Asserts that new agreements for the transfer of completed associate degrees, as well as admission priority for students holding an associate degree would achieve this end. Recommends that an "Associate Degree Transfer Policy" could guarantee a minimum of 60 transfer credits but still require students to complete all lower and upper division requirements for their baccalaureate degree. Under any new arrangement respecting transfer for the associate degree, institutions would maintain appropriate control over the academic requirements for all degrees, majors, and concentrations. Under ideal conditions potential transfer students would plan their selection of courses for the associate degree by including the requirements for majors within the electives. Students who failed to do so could be required to complete additional credits beyond the 60 specified in the associate degree. Priority admission over all other transfer institutions could be granted to any student who has completed an associate degree. (VWC)

ED 446 786   JC 000 724

Cartnal, Ryan; Hagen, Pete
Partnership for Excellence, Fall 2000.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Admission (School); *College Transfer Students; Community Colleges; Enrollment Trends; Two Year Colleges
IDENTIFIERS- *Cuesta College CA

Cuesta College (California) students are exceeding goals for AA/AS degrees and certificates, along with basic skills, vocational and occupational course completions. Students have shown excellent progress for goals with transfer preparedness and have shown improvement in combined California State University (CSU) and University of California (UC) transfers. According to Matriculation and Research Services, a total of 1,235 AA/AS degrees and certificates were awarded for the 1998-99 school year, exceeding the college's goal of 1,216 for the year 2006. Basic skills courses such as math and English showed a completion rate of 60.7%, compared to a goal of 60.2% for 2006. Vocational courses came in at 81.4%, compared to 76.6% for 2006. Occupational courses such as welding had 3,261 completions, well over the 2006 goal of 3,162. Compared to Allan Hancock College and Santa Barbara City College, Cuesta had the highest percentage of transfer-directed students completing 56 transferable units with the appropriate math and English. Transferable courses are also showing a 71.1% completion rate for 1998-99, just under the 2006 goal of 73.1%. the 1998-99 school year showed 742 Cuesta students transferring to a CSU with another 47 students transferring to a UC, an increase of 64 students from 1997-98. (VWC)

NOTE- 37p.; For 1999-2000 Annual Report, see PS 028 923.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Compensatory Education; Early Experience; *Early Intervention; Economically Disadvantaged; Family Programs; Foreign Countries; Parents as Teachers; Preschool Children; Preschool Education; Program Descriptions
IDENTIFIERS- England (Oxfordshire); Family Resource and Support Programs

The goal of England's PEERS Early Education Partnership (PEEP) is to support early communication and literacy skills and to support parents as their children's first educators through both home- and group-based programs. The program is offered to children under 5 and their families in a disadvantaged area of Oxford, England. This report describes the status of the partnership for the 12-month period ending March 31, 1998. The report's contents are: (1) background (aims, rationale, operation, principles, intended outcomes); (2) diary of main events and work from April 1997 to March 1998; (3) working area reports (project policy, planning and review, recruitment and community, equal opportunities, program delivery, curriculum, resources, information management, personnel, training and staff development, education and research, center management, finance); and (4) conclusion. Two appendices contain: (1) a listing of the program's trustees, management team, and advisory group; and (2) a sample session plan. (EV)

ED 446 807 PS 027 789

Tabak-Lombardo, Elissa
The Caring Parent's Guide to Child Care: Everything You Need To Know about Making Child Care Centers Work for You and Your Child.
PUB DATE- 99
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Day Care; Day Care Centers; Early Childhood Education; Evaluation Criteria; Program Descriptions
IDENTIFIERS- Day Care Quality; *Day Care Selection; Program Characteristics

The single most important and anxiety-ridden decision every working parent needs to make is, "Who will care for my child?" This book offers parents information needed to make informed decisions about child care, addressing the specific issues, joys, and obstacles of the child care center. The goal of the book is to give parents a comprehensive understanding of how and why center life works, and provide specific tools to help make the center work for them. The chapters of the book are: (1) "The Decision: Is a Child Care Center the Right Choice for Me?"; (2) "The Search: Finding and Selecting the Right Center"; (3) "The Evaluation: How Do They Measure Up?"; (4) "The Transition: How You and Your Child Can Make the Adjustment"; (5) "The Reality: Life in a Child Care Center"; (6) "The Survival: Babies and Toddlers"; (7) "The Endurance: Preschoolers"; (8) "The Personal Side: Taking It Home"; (9) "The Success: Children Thriving in Child Care Centers"; (10) "The Home Stretch: School-Age Child Care"; (11) "Making It

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Developmentally Appropriate Practices; *Early Childhood Education; *Teaching Methods; Young Children
IDENTIFIERS- ERIC Digests

Whether we use technology with young children--and if so, how--are critical issues facing early childhood educators and parents. This Spanish-language digest points out that many researchers do not recommend that children under 3 years old use computers. The digest also notes that many educators use computers with young children in ways that are developmentally inappropriate. However, developmentally appropriate ways to use computers with 3- and 4-year-olds are different from the ways we use computers in kindergarten and the primary grades. Research has shown that the cognitive and social benefits of providing computers to young children vary depending upon the kind of computer experiences offered. The digest suggests, as a first step to integrating computers in classrooms, organizing a study group of all the individuals who have expressed interest in children using computers, then summarizing the benefits of using computers with young children and discussing goals for the year, including the cost of computers and teacher training. The digest identifies four critical components of teacher training: practical experience, workshops, models and mentors, and supervisory follow-up. (LPP)

ED 446 828 PS 028 949

Gates, Saundra
Finding Common Ground: How Faith Communities Support Children's Learning.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Education; After School Programs; *Children; *Church Role; *Churches; Community Involvement; Elementary Secondary Education; *Partnerships in Education; *Religious Organizations; School Community Programs; School Community Relationship; State Church Separation; Volunteers

Noting that faith communities play a vital role in connecting to families and children and often become involved in and supportive of education issues important in their local community, this document discusses the development of partnerships involving public schools and faith-based communities. The document compiles a series of talking points for use as overheads. The topics discussed include the following: (1) religious expression in public schools; (2) student prayer and religious discussion; (3) graduation prayers; (4) official neutrality regarding religious activity; (5) teaching about religions; (6) student assignments; (7) religious literature; (8) religious excusals; (9) released time; (10) teaching values; (11) student garb; (12) Equal Access Act; (13) the appropriate role of faith communities in public education; (14) what partnerships involving public schools and faith-based communities should and should not do; (15) reminders for volunteers; (16) starting a volunteer program; (17) ensuring effectiveness and targeting resources; (18) action areas for promoting children's learning; (19)

Union. Following an introduction on some determinants of health in Europe and adaptation and implementation of these guidelines, Chapter 1 of the report reviews what is known about child nutrition and current feeding practices in the region. Chapters 2 through 6 deal with nutrient recommendations, energy and the macronutrients, and the most important vitamins and minerals, providing recommendations and highlighting the common problem of iron deficiency anemia. Chapters 7 through 9 review the importance of breastfeeding and the appropriate age for introducing complementary foods and fluids; these chapters also emphasize how the caregiver-child relationship affects the child's growth and development. Chapter 10 describes normal growth and development. Chapter 11 addresses children's dental health. Chapter 12 stresses the critical importance of preparing food for infants and children in a clean and hygienic way in the home. The report's three appendices contain the International Code of Marketing of Breastmilk Substitutes and subsequent World Health Assembly resolutions, policy statements on preventing mother-to-child HIV transmission, and recommendations for infant feeding to reduce illness. Each chapter contains references. (KB)

ED 446 849   PS 028 971

Gootman, Jennifer Appleton, Ed.
After-School Programs To Promote Child and Adolescent Development: Summary of a Workshop.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; *After School Education; *After School Programs; Child Development; Childhood Needs; *Children; *Early Adolescents; Educational Innovation; Elementary Secondary Education; Program Descriptions; Program Evaluation; Public Policy; Research and Development; Theory Practice Relationship; Workshops
IDENTIFIERS- *Program Characteristics

This report summarizes the presentations and discussion at a 1999 workshop entitled "Opportunities to Promote Child and Adolescent Development during the After-School Hours." This workshop brought together policy makers, researchers, and practitioners to examine research on the developmental needs of 5- to 14-year-olds and the types of after-school programs designed to promote their health and development; the workshop was intended as a forum for general discussion among various stakeholders. Topics addressed during the workshop include: (1) the impact of the policy environment on the demands for and design of after-school programs; (2) the need for after-school programs to meet developmental needs of children and adolescents; (3) the variation in scope, focus, and structure of after-school programs; (4) components of high-quality after-school programs; (5) examples of innovative approaches to after-school programming; (6) evaluating after-school programs; and (7) strategies for bridging research, policy, and practice with respect to the design and evaluation of after-school programs. The report concludes by noting that as more children and adolescents become involved in after-school programming, it will be increasingly useful for program organizers to attend to the issues addressed in this workshop. The workshop agenda and a list of participants are appended. (Contains 15 references.)

ED 446 868 PS 029 007

Every Kid Counts in the District of Columbia: 7th Annual Fact Book, 2000.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 52p.; For 1999 Fact Book, see ED 440 737.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Health; Child Safety; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Family (Sociological Unit); Family Violence; Homeless People; Incidence; Mortality Rate; Out of School Youth; Poverty; Prenatal Care; *Social Indicators; Special Needs Students; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being
IDENTIFIERS- Arrests; *District of Columbia; *Indicators; Risk Taking Behavior

This KIDS COUNT report details trends in the well-being of children in the District of Columbia. Following an executive summary describing overall findings, the report presents the statistical portrait based on eight areas of children's well-being: (1) general population trends; (2) economic security; (3) family attachment and community support; (4) homeless children and families; (5) child health; (6) safety and personal security; (7) education; and (8) youth risk behaviors. The report then presents a prevention message based on findings, followed by strategies and recommendations for various stakeholders, including District of Columbia residents, religious and faith-based institutions, health providers, businesses and community groups, and the philanthropic community. The report concludes with information on data gathering, sources and definitions, and acknowledgements. Among the findings are a decline in population, particularly families with children; a loss of jobs; an increase in homeless families; improved overall adequacy of prenatal care; declining rate of deaths among children and teens; improved SAT and math scores, but reading scores still below national average; a decline in graduation rates; and a decline in number of students eligible for free or reduced price lunches. (HTH)

ED 446 869 PS 029 011

Stewart, Shelli, Ed.
WY KIDS COUNT in Wyoming Factbook, 2000: A County-by-County Factbook.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 277p.; For 1999 Factbook, see ED 439 814. Also supported by the Wyoming Community Foundation.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; *Child Health; Child Welfare; *Children; Compensation (Remuneration); *Counties; Day Care; Day Care Centers; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Infants; Juvenile Justice; Mortality Rate; Poverty; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Studies; *Well Being

NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; Disadvantaged; *Educational Attainment; *Employment Patterns; *Immigrants; Labor Supply; Limited English Speaking; National Surveys; Poverty; *Quality of Working Life; *Rural Population; Social Services; Tables (Data); Trend Analysis
IDENTIFIERS- *National Agricultural Workers Survey

This report presents current information on the characteristics and work patterns of hired laborers who perform crop work in the United States. Information was obtained from interviews with 4,199 workers in 85 counties between October 1, 1996 and September 30, 1998. Chapters 1-3 provide information about the farmworkers themselves, including demographic characteristics, family composition, national origin, education, literacy, and language proficiency. Chapters 4 and 5 describe the labor force participation of U.S. crop workers and outline the characteristics of farm jobs held by workers in the survey. Chapter 6 contains information on farmworkers' income, assets, and use of social services. The report finds that farmworker wages had stagnated; annual earnings remained below the poverty level; farmworkers experienced chronic underemployment; and the farm workforce increasingly consisted of young, single males who were recent immigrants. Five out of six farmworkers spoke Spanish, farmworkers typically had completed 6 years of education, and just one-tenth of foreign-born farmworkers spoke or read English fluently. The findings indicate a national oversupply of farm labor. A study of the demand for farm labor and how it would change as the supply changed would complement this data and help point the way to an agricultural labor market with stable employment; higher wages; and a legal, domestic workforce. An appendix describes statistical conventions used in this report. (Contains 28 figures and 7 data tables.) (TD)

ED 446 888 RC 022 676

Sabourin, Beverly; Globensky, Peter Andre
The Language of Literacy: A National Resource Directory of Aboriginal Literacy Programs.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 98
NOTE- 285p.; Sponsored by Step by Step Learning Centre, Kahnawake First Nation, Canada.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *American Indian Education; *Canada Natives; Culturally Relevant Education; Foreign Countries; Functional Literacy; *High School Equivalency Programs; *Literacy Education; Program Descriptions
IDENTIFIERS- *Canada

This directory presents, in narrative form, core information about the operations of approximately 100 Aboriginal literacy programs throughout Canada. To qualify for inclusion in the directory, each program had to offer basic, functional, or advanced literacy training; offer literacy training in English, French, or an Aboriginal language; be "Aboriginal controlled"; and attract learners who are "return students." The program profiles are arranged by province and include contact

Ministry of Agriculture, Nature Management and Fisheries. The book is divided into three chapters. Chapter 1 focuses on the purpose of evaluation, evaluation of environmental education programs, and outlines the 13-step evaluation process. Sample questionnaires are included. Chapter 2 describes how evaluation can be introduced as an activity in organizations. Chapter 3 identifies and instructs how to use the 13-step evaluation process. (YDS)

ED 446 909 SE 063 773

Saeed, Seema, Ed.; Goldstein, Wendy, Ed.; Shrestha, Ram, Ed.
Planning Environmental Communication and Education: Lessons from Asia.
PUB DATE- 98
NOTE- 95p.; For related document from the same preparing institution, see SE 063 772. First author's name is "H. Stokking" on cover page. Translated from Dutch by Rosemary Martin. Published in cooperation with Stichting Veldwerk Nederland. Sponsored by the Ministry of Agriculture, Nature Management and Fisheries, The Netherlands.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication (Thought Transfer); Economic Development; *Educational Strategies; *Environmental Education; Foreign Countries
IDENTIFIERS- *Asia; Bangladesh; China; Indonesia; Malaysia; Maldives; Nepal; Philippines; Sri Lanka; Thailand

This book presents the activities of the Asian Ministries for the Environment and government ministries relations with non-government organizations concerning planning environmental communication and education. This publication provides information on policies and strategies from a workshop organized by IUCN, UNEP, and UNESCO in Bangkok in July, 1996. Chapters include: (1) Introduction; (2) Environmental Education and Communication to Achieve; (3) Implementing Environmental Education Strategies in Formal Education; (4) Fostering Partnerships to Achieve Environmental Policies; and (5) Tactics for Implementing Environmental Education Strategies. (YDS)

ED 446 910 SE 063 776

Lewis, Scott P.; O'Brien, George E.
Using a Web Site in an Elementary Science Methods Class: Are We Opening a Pandora's Box?
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Oriented Programs; Educational Technology; *Elementary School Science; Graduate Students; Higher Education; Preservice Teachers; *Technology Education; Undergraduate Students; *World Wide Web
IDENTIFIERS- Eisenhower National Clearinghouse

This paper describes the introduction and use of the World Wide Web (WWW) in an elementary science methods course at Florida International University (FIU). The goals of creating a web site include engaging conversations among educators, providing access to local resources for students, and examining student use of web sites and the Internet. The study focuses on undergraduate students with no WWW integration in their science

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Journal Writing; *Mathematics Instruction; Mathematics Teachers; *Preservice Teacher Education

Journal writing can be a valuable means of student assessment. If used in a pre-service education class, it can serve as a model of behavior that teacher educators would like to see students adapt for use in their own classrooms. This paper describes various formats that have been tried for the journals, the benefits of each, and the method that works best so far. Samples of student writing demonstrate the effectiveness of journals in convincing students of the advantages of integrating writing into the mathematics curriculum. It also presents a model for pre-service educators to integrate journals in their method courses. (ASK)

ED 446 934 SE 063 977

Pesek, Dolores D.; Gray, Elizabeth D.; Golding, Tena L.
Rational Numbers in Content and Methods Courses for Teacher Preparation.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Washington, DC, February 14-15, 1997). First author listed as Dolores P. Simoneaux on title page.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Education; Knowledge Base for Teaching; Mathematics Education; Number Concepts; Pedagogical Content Knowledge; *Preservice Teacher Education; *Rational Numbers

Over the past five years, Pesek (Simoneaux), Gray and Golding have been actively involved in the Louisiana Systemic Initiative Program (LaSIP) and the Louisiana Collaborative for Excellence in the Preparation of Teachers (LACEPT) grants through Southeastern Louisiana University. Through these grants teachers from the region are inserviced on implementing the directives and philosophy of the Mathematics Association of America's (MAA) "A Call for Change" and the National Council of Teachers of Mathematics' (NCTM) "Curriculum and Evaluation Standards for School Mathematics", and preparation courses for elementary majors are being redesigned. This paper reports some tasks being implemented across the mathematics content and methods courses in one curriculum strand, namely rational numbers. Elementary education majors at Southeastern are required to take 12 hours in mathematics (algebra, probability and statistics, number sense, and geometry), three hours in mathematics education, and are certified for grades 1-8. (Contains 24 references.) (Author/ASK)

ED 446 935 SE 063 979

Friel, Susan N.; Carboni, Lisa Wilson
Making Sense of Teaching and Learning Mathematics: Using Videos To Provide "Case-Like" Experiences in an Elementary Mathematics Methods Course. A Preliminary Report.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Washington, DC, February 14-15, 1997).
LANGUAGE- English

observations, ideas and questions--as they combine scientific reasoning and critical thinking. A fun, hands-on activity is included to further demonstrate these concepts. This title correlates to the National Science Education Standards for Science as Inquiry--the necessary ability to understand and do scientific inquiry. A teacher's guide is included. (YDS)

ED 446 958   SE 064 112

Science as Inquiry for Children TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; Videotape designed for grades K-4.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Elementary Education; Hands on Science; *Inquiry; *Investigations; Science Activities; Scientific Methodology; Videotape Recordings

This program gives young students a good look at the process of investigation to help them develop the ability to ask scientific questions, investigate the science-filled world around them, and use those observations to build knowledgeable explanations for the questions they pose as an exciting way to help students develop their understanding of science. A fun, hands-on activity is included to further demonstrate these concepts. This title correlates to the National Science Education Standards for Science as Inquiry--the necessary ability to understand and do scientific inquiry. A teacher's guide is included. (YDS)

ED 446 959   SE 064 131

Plowman, Lydia; Leakey, Alison; Harlen, Wynne
Using ICT To Support Teachers in Primary Schools: An Evaluation of Phase Two of the Science Online Support Network. Research Report Series.
SPONS. AGENCY- Scottish Executive Education Dept., Edinburgh.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; *Educational Technology; Elementary Education; *Elementary School Teachers; Evaluation; Foreign Countries; Learning Strategies; *Optical Data Disks; *Professional Development; Science Education; Teaching Methods
IDENTIFIERS- Scotland

This document evaluates the second phase of the Science Online Support Network (SOLSN) Project. The SOLSN Project supports primary teachers in professional development, improving standards of science teaching and learning, and improving continuity for students across the elementary and early secondary grades. This report evaluates the project, which took place between November, 1999 and April, 2000. (YDS)

ED 446 960   SE 064 180

Woolf, Beverly Park; Poli, Corrado; Grosse, Ian; Day, Roberta
Multimedia Tutors for Science and Engineering.
PUB DATE- 98

Each unit is based on an interdisciplinary approach. Suggestions for adaptation of the units are also included. (YDS)

ED 446 982 SE 064 239

Brown, Mary

Global Change: How Humans and Nature Impact Our Planet. Self-Directed Study Units for Grades K-8.

PUB DATE- 98

NOTE- 145p.; For other books in series, see SE 064 236-SE 064 237 and SE 064 241-SE 064 243..

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academically Gifted; Activity Units; Earthquakes; Elementary Education; Environmental Influences; *Independent Study; Interdisciplinary Approach; *Multiple Intelligences; Science Activities; Volcanoes; Weather

IDENTIFIERS- Earth; *Global Change

This book consists of two complete units on global change. The first unit is created for lower elementary students and the second one is for upper elementary grade levels. The units are designed for gifted students and encourage students to be responsible for their own education. Each unit is based on an interdisciplinary approach. Suggestions for adaptation of the units are also included. (YDS)

ED 446 983 SE 064 241

Zolg, Carolyn

Astronomy: Exploring beyond Earth. Self-Directed Study Units for Grades K-3 and 4-8.

PUB DATE- 93

NOTE- 116p.; For other books in series, see SE 064 236-SE 064 237, SE 064 239, SE 064 242-SE 064 243.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academically Gifted; Activity Units; *Astronomy; Earth Science; Elementary Education; *Independent Study; Interdisciplinary Approach; *Multiple Intelligences; Science Activities; Science Instruction; Space Sciences

IDENTIFIERS- Moon; Saturn (Planet); Sun

This book consists of two complete units on astronomy. The first unit is created for lower elementary students and the second one is for upper elementary grade levels. The units are designed for gifted students and encourage students to be responsible for their own education. Each unit is based on an interdisciplinary approach. Suggestions for adaptation of the units are also included. (YDS)

ED 446 984 SE 064 242

Brown, Mary; Dickinson, Rosemary

Meteorology: Observing, Understanding, and Predicting Weather. Self-Directed Study Units for Grades K-8.

PUB DATE- 96

NOTE- 112p.; For other books in series, see SE 064 236-SE 064 237, SE 064 239, SE 064 241-SE 064 242.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

of the PBS "Culture Shock" series. The guide suggests that the videos could be used in the English/language arts classroom, or as part of an interdisciplinary curriculum they could help sustain either a semester-long inquiry into issues of the arts and intellectual freedom or a chronological or thematic study of the arts in the United States. It explains that since all the videos touch on similar issues and questions, the themes become increasingly complex and interesting as they are considered in relation to different works of art. The guide contains an explanatory section and additional sections on exploring the series' themes and on teaching "Huckleberry Finn" in context. It examines each video separately, with activities and questions: "About the Film" offers a film summary and a brief list of key terms, topics, and people; "Literature Links" offers ideas for using the films in conjunction with books; "Viewpoints" contains quotes, article excerpts, and other primary and secondary sources ideal for student discussion and activities. Each video has its own "Resources" section, while the "General Resources" section lists books, organizations, and Web sites for further exploration. (BT)

ED 447 008 SO 031 908

We Were There: Letters from the Battle Front. Postal Pack for Secondary Students.
PUB DATE- 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil War (United States); Discussion (Teaching Technique); Learning Activities; *Letters (Correspondence); Secondary Education; Social Studies; *United States History; Vietnam War; *War; World War II
IDENTIFIERS- *Personal History

This curriculum guide includes letters and postal history from three U.S. wars: the Civil War, World War II, and the Vietnam War. The postal pack was developed with the idea that letters and stamps present personal perspectives that enable students to comprehend the past better. Letters in the postal pack are printed in both the original handwritten form and a typewritten transcript. The pack also provides discussion questions for each letter. It is divided into four sections: (1) "The Civil War: Mail Call"; "The Civil War: Ex Post Facto"; "Letters from the War"; "Envelope Journey: Letters That Dared to Cross a Divided Nation"; (2) "World War II: Mail Call"; "World War II: Ex Post Facto"; "Letters from the War"; "Envelope Journey: Occupied!"; (3) "The Vietnam War: Mail Call"; "The Vietnam War: Ex Post Facto"; "Letters from the War"; "Envelope Journey: Envelopes with a Message"; and (4) "Dear Teacher: From One Classroom Teacher to Another"; "Answers to Questions"; "Resources/Credits"; and "Collecting Our History". (BT)

ED 447 009 SO 032 084

Mattson, Alexandra; Ruiz, Octavio; Sommers, Meredith
Buen Viaje: Mutually Beneficial Tourism. A Four-Lesson Unit about Traveling with Care in Mexico for Grades 8-12 and Adult Learners in English and Spanish.
PUB DATE- 99
NOTE- 57p.; Spanish translation by Manuel Fernandez.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.

Assessment; Public Schools; *State Standards; *Student Development
IDENTIFIERS- *North Dakota; Performance Levels

This document outlines the performance standards for dance in North Dakota public schools, grades K-12. Four levels of performance are provided for each benchmark by North Dakota educators for K-4, 5-8, and 9-12 grade levels. Level 4 describes advanced proficiency; Level 3, proficiency; Level 2, partial proficiency; and Level 1, novice. Each grade level is measured by the following standards: (1) Movement Elements; (2) Choreography; (3) Dance and Meaning; (4) Dance and Thinking Skills; (5) Dance, History, and Culture; (6) Dance and Personal Wellness; and (7) Dance and Other Disciplines. (BT)

ED 447 030   SO 032 256

Anderson, Sue; Farrell, Renee; Robbins, Susan; Simonson, Paula; Stanley, Melissa
North Dakota Dance Content Standards.
PUB DATE- 00
NOTE- 58p.; For a companion document, "North Dakota Dance Performance Standards," see SO 032 255.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Benchmarking; *Dance; *Dance Education; Elementary Secondary Education; Performance Based Assessment; Public Schools; *State Standards; *Student Development
IDENTIFIERS- *North Dakota

Dance should be seen as an authentic avenue for allowing students to learn kinesthetically by using movement that is essential to brain development. Ideally students would be exposed to dance forms and patterns in other art forms like music and drama as well as units within physical education classes. These North Dakota standards may be taught concurrently with other disciplines, without sacrificing time, while energizing the curriculum. Standards for dance are: (1) Movement Elements; (2) Choreography; (3) Dance and Meaning; (4) Dance and Thinking Skills; (5) Dance, History, and Culture; (6) Dance and Personal Wellness; and (7) Dance and Other Disciplines. Includes benchmarks, specific knowledge, and sample activities for grades K-4, 5-8, and 9-12. Contains 13 references and a glossary. (BT)

ED 447 031   SO 032 257

North Dakota Performance Standards for Music K-12.
PUB DATE- 00
NOTE- 25p.; For a companion document, "North Dakota Music Content Standards," see SO 032 258.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Benchmarking; Elementary Secondary Education; *Music; Music Activities; *Music Education; Performance Based Assessment; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation

ED 447 052 SO 032 292

Lai, Selena
The Social Fabric of Japan: Case Studies of Selected Minority Groups.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 00
NOTE- 87p.; Funding for this project was provided by the Stanford East Asia National Resource Center (HEA Title VI).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Controversial Issues (Course Content); Cross Cultural Studies; *Cultural Context; Foreign Countries; Global Approach; *Japanese Culture; *Minority Groups; Secondary Education; *Social Problems; Social Studies
IDENTIFIERS- *Japan

This curriculum unit introduces students to the topic of minority identity issues in the context of Japanese society, and it is expected that teachers will use this as an opportunity to segue into classroom discussions of minority issues in their own society. The curriculum unit broaches some sensitive and controversial topics that challenge students to examine their own identities and reflect on their feelings and experiences with racial tension and intergroup conflict. In the unit, students learn about four groups of people living in Japan: the "burakumin," Koreans, Ainu, and Okinawans. Lesson 1 sets the context for the entire unit by familiarizing students with minority issues on a general level, starting with notions of identity. Lesson 2 further investigates concepts of identity by placing these notions in the context of real-life situations and events. Lesson 3 examines the nature of Japan's historical legacies that have affected the identities and experiences of its minority-group populations. The final part of the lesson debriefs the entire curriculum unit by leading students into a discussion about minority groups on a general level. Handouts, activity cards, and transparencies are part of each lesson, and extensive reference lists conclude the unit. (BT)

ED 447 053 SO 032 293

Mukai, Gary; Brunette, Rachel
Japanese Migration and the Americas: An Introduction to the Study of Migration.
SPONS. AGENCY- Consulate of Japan, San Francisco, CA.
PUB DATE- 99
NOTE- 96p.; Funding for this project was provided by the Stanford East Asia National Resource Center (HEA Title VI) and the Nippon Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Higher Education; *Immigrants; *Japanese Culture; *Migration; Multiple Intelligences; Secondary Education; Social Studies
IDENTIFIERS- *Japanese People; North America; South America

This curriculum module introduces students to the study of migration, including a brief overview of some categories of migration and reasons why people migrate. As a case study, the module uses the Japanese migration experience in the United States, Peru, Brazil, Canada, Mexico, Argentina, Bolivia, and

Research/Technical (143)
DESCRIPTORS- Academic Standards; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *State Standards; Teacher Attitudes; *Teacher Competencies; Teacher Effectiveness; Teaching Skills
IDENTIFIERS- *Kentucky Teacher Internship Program

This telephone survey of Kentucky beginning teachers examined overall preparation; preparation for Kentucky's new teacher standards; preparation of teachers for Kentucky's instructional initiatives; influence of teacher preparation institutions on attitudes toward school reform; agreement with beliefs underlying Kentucky's Education Reform Act (KERA); helpfulness of the Kentucky Teacher Internship Programs; and making a difference in students' lives. About 6 in 10 respondents were extremely or very well-prepared to teach in Kentucky schools. Those prepared in Kentucky institutions felt better prepared for Kentucky's schools than those prepared elsewhere. There was wide variation in preparedness for new teacher standards and preparedness for the seven attributes of Kentucky's primary program. Less than half of new 5th-12th grade teachers felt extremely well-prepared to implement or participate in key instructional practices initiated by KERA. All respondents felt much less prepared to implement or participate in eight specific programs and practices initiated by Kentucky's school reform law than to implement traditional teaching skills of planning, implementing, and assessing instruction. Three-quarters of new teachers believed their preparation program positively influenced them concerning KERA. Respondents rated the Kentucky Teacher Internship Program highly. Most felt certain they were making a difference in students' lives. The study questionnaire is appended. (SM)

ED 447 073   SP 039 543

Ford, Dawn; Parsons, Jim
Teachers as Mentors.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Interpersonal Relationship; *Mentors; Teacher Characteristics; *Teacher Collaboration

This paper describes the importance of teachers mentoring one another, exploring what mentorship means and reviewing literature that examines its different stages, benefits, and pitfalls. After presenting two teachers' stories of being mentored, the paper describes mentoring relationships, then highlights the stages of mentoring: invitation stage, when beginning teachers are introduced to veteran teachers; sparkle stage, when mentors and proteges try to please each other; knowing stage, when mentors and proteges begin to learn about one another; action stage, when work gets done; emancipation stage, which is the beginning of letting go; and transformation stage, when mentors and proteges redefine their relationship. The paper examines benefits of mentoring, which include feelings of rejuvenation for mentors and exposure to experts' thoughts and ideas for proteges. Pitfalls of mentoring include mutual dependence that can be hard to break and an expectation by mentors that their proteges become virtual reproductions of them. Twelve qualities of good mentors include: having sincere provide valid and reliable assessment of student learning; and improve student motivation and achievement by helping students understand the nature of quality for performances and products. Each chapter is framed by an essential question and includes illustrative stories, practical examples, tips and cautions, and a summary of key points and recommended resources for further information. The six chapters are: (1) "Mapping the Terrain" (what performance criteria and rubrics are and how they can support instruction and improve student achievement); (2) "Choices, Choices, Choices" (what types of rubrics exist and how they are best used); (3) "Developing Rubrics" (how to design effective scoring rubrics); (4) "A Rubric for Rubrics: or, It's Metarubric Time" (how to know when an effective rubric is achieved); (5) "Performance Standards and Grading" (how good good enough is); and (6) "Teaching Performance Criteria to Students"(how to use rubrics to improve and judge student performance). A resources section contains a collection of sample rubrics. (SM)

ED 447 092   SP 039 568

Bailey, Jane M.; Guskey, Thomas R.
Implementing Student-Led Conferences. Experts in Assessment Series.
PUB DATE- 01
NOTE- 135p.; Series Editors: Thomas R. Guskey and Robert J. Marzano.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Evaluation; Parent Role; *Parent Teacher Conferences; Parent Teacher Cooperation; Performance Based Assessment; Portfolio Assessment; Portfolios (Background Materials); *Student Participation; Student Responsibility; Student Role; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Student Led Activities

This book explains how teachers can serve as facilitators as students lead their parents through discussion of their work. The 9 chapters are: (1) "Philosophy and Purpose of Student-Led Conferences" (relevance, responsibility, and reporting to parents); (2) "Roles and Responsibilities of Participants" (teacher, student, parent, administrator, office staff, and support teacher role); (3) "Designing Formats for Student-Led Conferences" (individual or student-involved conferences, simultaneous conferences with multiple families, and presentation or showcase conferences); (4) "Preparing Students to Lead Conferences" (e.g., portfolios, making time for reflection, role-playing, and preparing students); (5) "Preparing Parents and Colleagues for Student-Led Conferences" (communicating the concept, preparing parents, and introducing the concept to colleagues); (6) "Organizing for Student-Led Conferences: It's All in the Details" (e.g., scheduling, arranging facilities, and encouraging parent participation); (7) "Anticipating and Handling Unique Solutions" (e.g., parents who cannot attend, potentially abusive parents, and students with special needs); (8) "Evaluating Student-Led Conferences" (e.g., gathering comments from parents, students, and colleagues); and (9) "The Role of Student-Led Conferences in Authentic Assessment and Reporting." Student conference resources are included. (Contains 20 references.) (SM) goals, self-help guide, self-referral, self-recording, discussion, and observation. (Contains 32 references.) (SM)

ED 447 112   SP 039 592

Davidson, Lynn; Garton, Susan; Manges, Charles D.
Teacher Leadership Academy: Achieving Systemic School Improvement.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Active Learning; Educational Change; Educational Improvement; Educational Technology; Elementary Secondary Education; *Faculty Development; Integrated Curriculum; *Leadership Training; Performance Based Assessment; Rural Schools; *School Restructuring; Teacher Attitudes; Teacher Empowerment; Teacher Improvement
IDENTIFIERS- Active Teaching; Illinois; Teacher Leaders; *Teacher Leadership

This study investigated professional development as provided through the Teacher Leadership Academy (TLA) model used in rural Illinois area school districts and district consortia. Surveys were distributed to TLA participants that sought their perceptions of the desirability, involvement, and feasibility of school reform in general and the desirability, involvement, and feasibility of specific indicants of school change. The indicants included active learning, active teaching, integrated curriculum, application of technology, performance assessment, teacher empowerment, and teacher accountability. The study results support the premise that a strong desire for reform is present. Participants indicated that restructuring efforts are feasible. However, they expressed less confidence in being able to achieve integrated curriculum, teacher empowerment, and teacher accountability. All of the selected indicants of reform were desirable, with the exception of teacher accountability and performance assessment, for which desirability was significantly lower. (Contains 26 references.) (Author/SM)

ED 447 113   SP 039 593

The Teacher's Guide to the U.S. Department of Education.
PUB DATE- 00
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Adult Education; American Indians; Beginning Teacher Induction; Beginning Teachers; Bilingual Education; Clearinghouses; Disabilities; Educational Improvement; Educational Research; Educational Technology; Elementary Secondary Education; Faculty Development; *Federal Programs; Graduate Study; *Grants; Higher Education; Instructional Leadership; International Education; Internet; Migrant Youth; Postsecondary Education; Rehabilitation; Rewards; School Safety; Special Education; Substance Abuse; Vocational Education

physical activity. A section on strategies for promoting participation in physical activity and sports explains that to obtain the opportunities and motivation that will enable them to increase physical activity and fitness levels, young people can benefit from: families who model and support participation in physical activity; school programs that help students develop knowledge, attitudes, behaviors, and confidence to adopt and maintain physically active lifestyles; after-school care programs that provide regular opportunities for active, physical play; youth sports and recreation programs that offer a range of developmentally appropriate activities; a community structural environment that makes it easy and safe to be active; media campaigns that increase the motivation to be physically active; and an ongoing mechanism for measuring progress in promoting youth physical activity and fitness and in providing the school and community based program that will make this possible. (Contains 44 references.) (SM)

ED 447 133   SP 039 616

Fasko, Daniel, Jr.; Skidmore, Ronald; Abell, Deborah
Reforming Teacher Education through Educational Psychology: Kentucky's Example.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the Midwest Association of Teachers of Educational Psychology (Oxford, OH, October 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Psychology; Elementary Secondary Education; Higher Education; *Preservice Teacher Education
IDENTIFIERS- *Kentucky Education Reform Act 1990; *Reform Efforts

This paper discusses the role of educational psychology in meeting the Kentucky Education Professional Standards Board (KEPSB) requirements and mandates for the Kentucky Educational Reform Act (KERA) for new and experienced teachers. There are two areas at the university program level where educational psychologists, individually and collectively, could address the concerns of educational reformers and practitioners. The first is the establishment of a core curriculum and pedagogical practices designed to facilitate preservice teachers' mastery of effective teaching procedures and practices. The second is within the context of the college or university classroom. To more effectively incorporate theoretical implications regarding teaching and learning into reform and practice, the focus should be one of integrating science and practice while recognizing the idiosyncratic contexts of classrooms. Because a course in educational psychology seems to be a relatively consistent entity in college and university teacher education programs, it becomes a viable venue for addressing issues of reforming preservice teacher preparation with regard to the presentation, application, and practice of current perspectives, ideologies, and strategies. (Contains 32 references.) (SM)

ED 447 134   SP 039 621

Riley, John F.
Collaborative Planning and Decision Making in the Elementary School: A Qualitative Study of Contemporary Team Teaching.

manifest groups are represented in the latent classes in different proportions. A Monte Carlo study was conducted to compare various approaches to detecting DIF under this formulation of DIF. Results show that as the latent class proportions became more equal, the DIF detection methods identification rates approached null condition levels. (Contains 6 tables, 3 figures, and 27 references.) (Author/SLD)

ED 447 154   TM 031 969

Ediger, Marlow
Qualitative Assessment versus Measurement of Student Achievement.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Measurement Techniques; *Performance Based Assessment; Portfolio Assessment; *Qualitative Research; Reliability; *Science Achievement; *Student Evaluation; Test Construction; Validity

This paper focuses on how best to evaluate student achievement in science. Many issues such as issues of test construction, validity, and reliability, and how to measure hands-on achievement must be considered. Qualitative evaluations are harder to explain, but can yield valuable information. The use of portfolios is an example of a technique that reveals much about student achievement. However, there are problems with portfolio use, including those of reliability, content, and scoring. Performance assessments in science can relate performance objectives to student achievement. Science teachers need to study acceptable new trends in teaching and learning. They must work to engage students in active learning and choose assessments that measure chosen objectives. (SLD)

ED 447 155   TM 031 970

Hamilton, Laura S.; Klein, Stephen P.; Lorie, William
Using Web-Based Testing for Large-Scale Assessment.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Student Evaluation; Test Construction; *Testing Programs; *World Wide Web
IDENTIFIERS- *Large Scale Assessment

This paper describes an approach to large-scale assessment that uses tests that are delivered to students over the Internet and that are tailored (adapted) to each student's own level of proficiency. A brief background on large-scale assessment is followed by a description of this new technology and an example. Issues that need to be investigated are outlined. This computerized testing approach has three main features: (1) test items are administered adaptively; (2) the system uses several different types of questions, including selected-response and constructed-response items and (3) the assessment is administered through the Internet rather than relying solely on stand-alone workstations. Among the major advantages of such an approach would be decreased testing time; and improved test

PUB DATE- 00
NOTE- 225p.; Foreword by Rick Stiggins.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Accountability; Communication (Thought Transfer); Educational Practices; Elementary Secondary Education; *Grades (Scholastic); *Grading

The essays in this collection offer a comprehensive analysis of the challenges of communicating effectively about student achievement. Discussions of concepts related to grading and reporting progress are mixed with practical advice. The chapters are: (1) "Grading Practices; An Overview of the Issues" (Beverly P. Farr); (2) "Why Do We Grade--and Should We" (Elise Trumbull); (3) "Technical Issues of Grading Methods" (John Carr); (4) "Grading and Standards-Based Assessment" (Kathleen Busick); (5) "How To Design a Model Standards-Based Accountability System" (Louise Bay Waters); (6) "Avoiding Bias in Grading Systems" (Elise Trumbull); (7) "Grading and Special Populations" (Henriette W. Langdon and Elsie Trumbull); (8) "Reporting to Parents and the Community" (Tanja Bisesi, Roger Farr, Beth Greene, and Elizabeth Haydel); and (9) "Taking Steps toward Standards-Based Report Cards" (John Carr and Beverly Farr). An afterword by Ursula Casanova summarizes some themes from these discussions. Each chapter contains references. (Contains 17 figures and 36 tables.) (SLD)

ED 447 178   TM 032 064

Popham, W. James
Testing! Testing! What Every Parent Should Know about School Tests.
PUB DATE- 00
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Constructed Response; *Educational Testing; Elementary Secondary Education; *Parents; Performance Based Assessment; Scoring Rubrics; *Standardized Tests; Standards; *Student Evaluation; Test Construction; *Test Use; *Testing Problems

This book is intended to help parents understand more about the tests their children take in school. The pros and cons of different types of tests are explained, and the proper use of standardized tests is discussed. Each chapter contains a brief summary of the topic, with follow-up activities and a list of resources a parent could bring to the attention of teachers or school administrators. The chapters are: (1) "School Tests--Why Should Parents Care"; (2) "Core Concepts of Educational Testing"; (3) "The Misuses of Standardized Test Scores as Indicators of Educational Effectiveness"; (4) "Making Sense Out of Standardized Test Scores"; (5) "Common Classroom Tests: When Students Choose Their Answers"; (6) "Common Classroom Tests: When Students Construct Their Answers"; (7) "Rubrics: Potentially Useful Scoring Tools"; (8) "Performance Tests"; (9) "Portfolio Assessment"; (10) "Assessing Children's Affect"; (11) "The Pressure To Improve Test Scores--and Its Consequences"; (12) "How Students Are Graded"; and (13) "How To Evaluate Teachers." An appendix contains drafts of letters from parents. (Contains 47 figures.) (SLD)

NOTE- 4p.; Based on a paper originally appearing in "Practical Assessment, Research & Evaluation" v7 n7. Available online: http://ericae.net/pare/getvn.asp?v=7&n=7.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Critical Thinking; Evaluation; *Hypothesis Testing; *Metacognition; *Online Searching; *Search Strategies
IDENTIFIERS- ERIC Digests

This digest complements guidelines addressing the mechanics of online searching by considering how treating information searches as exercises in critical thinking can improve our use of online resources. It addresses the use and application of metacognition, hypothesis testing, and augmentation. Improving metacognition means improving the ability to monitor what we know and how we know it. Some ways to accomplish this include putting the project aside for a brief time, talking it out, and developing content knowledge. When these strategies have been exhausted, it is useful to find someone who may know more about it. Searching the literature should be an exercise in hypothesis testing, an exercise that can be improved by actively pursuing alternatives and taking an evaluative position. Once one adopts an evaluativist position, augmentation strategies help carry out the evaluation. Considering the structure and reliability of a source and remembering that even reputable sources are fallible are important. Using systematic analysis for a comprehensive, though time-consuming evaluation, is important. Heuristics are useful when it is necessary to make quick decisions, when there is not enough information for systematic analysis, or to complement systematic approaches. (Contains 11 references.) (SLD)

ED 447 200   TM 032 089

Rudner, Lawrence M.
Bayes' Theorem: An Old Tool Applicable to Today's Classroom Measurement Needs. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adaptive Testing; *Bayesian Statistics; *Criterion Referenced Tests; *Test Construction
IDENTIFIERS- *Bayes Theorem; ERIC Digests

This digest introduces ways of responding to the call for criterion-referenced information using Bayes' Theorem, a method that was coupled with criterion-referenced testing in the early 1970s (see R. Hambleton and M. Novick, 1973). To illustrate Bayes' Theorem, an example is given in which the goal is to classify an examinee as being a master or nonmaster. Responses to previously piloted items are used to determine the probabilities of mastery and nonmastery, and then the examinee is classified based on those probabilities. The Bayesian network defined in this example is a simple diverging graph in which the master/nonmaster state is causally connected to the set of item responses. When applied to decision support systems

DESCRIPTORS- Academic Achievement; Academic Standards;
*Accountability; Educational Change; Educational History;
Elementary Secondary Education; *Minimum Competency Testing;
Standardized Tests; *Student Evaluation
IDENTIFIERS- Reform Efforts

Assessment and accountability have played prominent roles in many reform efforts during the past 50 years. This digest reviews features of assessment and accountability that influence the trustworthiness of information provided and impacts educational practices and student learning. It discusses reform based on assessment and accountability, describes salient features in reform efforts, and makes suggestions for assessment and accountability systems. (SM)

ED 447 221 UD 033 203

Farkas, Steve; Johnson, Jean; Foleno, Anthony
On Thin Ice: How Advocates and Opponents Could Misread the Public's Views on Vouchers and Charter Schools.
SPONS. AGENCY- Charles A. Dana Foundation, New York, NY.
PUB DATE- 99
NOTE- 45p.; "With Ann Duffett and Patrick Foley."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; *Educational Vouchers; Elementary Secondary Education; National Surveys; *Parent Attitudes; Public Opinion; *School Choice; Urban Schools

This study explored public opinion with regard to educational vouchers and charter schools. It summarizes findings from an in-depth national survey conducted in 1999 of 1,200 members of the public, including 394 parents of school-age children. The study also examined parents' attitudes in several areas where vouchers and charter schools are now operating. The views of 833 community leaders were also determined. The chapters are: (1) "Introduction"; (2) "Finding One: Some Catching Up To Do"; (3) "Finding Two: No Eureka, No Alarm"; (4) "Finding Three: First Impressions"; (5) "Finding Four: Charter Schools--So Far, So Good"; (6) "Finding Five: Will Parents Shop Around?"; (7) "Finding Six: No Gold Stars for the Status Quo"; (8) "An Afterword by Deborah Wadsworth." An attachment describes the survey methodology, and an appendix lists the experts interviewed. (Contains 5 tables and 19 endnotes.) (SLD)

ED 447 222 UD 033 339

Landau, Barbara McEwan, Ed.
Practicing Judicious Discipline: An Educator's Guide to a Democratic Classroom. Third Edition.
PUB DATE- 99
NOTE- 224p.; For the related book "Judicious Discipline" by Forrest Gathercoal, Caddo Gap press, 1997, see ED 439 218.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civil Rights; *Classroom Techniques; *Democracy; *Discipline; Elementary Secondary Education; Ethical Instruction; *Justice

This book, a supplement to Forrest Gathercoal's "Judicious Discipline," is designed to give educators practical ideas for lesson plans, advice from educators who use "Judicious Discipline," and a compendium of strategies designed to assist proposals to restore eligibility for insurance; the background on legal immigrant eligibility for health insurance; declines in participation among eligible immigrants; recent trends in the health insurance coverage of legal immigrants (coverage for children and for parents); results that show immigrants constitute a sizeable share of the uninsured population and are major segments of Latino and Asian communities; immigrants' access to medical and dental care; and the potential for legislative change. (SM)

ED 447 242   UD 033 863

Guyer, Jocelyn
Uninsured Rate of Poor Children Declines, but Remains above Pre-Welfare Reform Levels: Nearly One in Two Working Poor Adults Remain Uninsured.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Children; *Health Insurance; Low Income Groups
IDENTIFIERS- *Childrens Health Insurance Program; *Medicaid; *Uninsured Persons; Welfare Reform; Working Poor

The number of Americans without health insurance fell in 1999. This was partly driven by improvements in the extent to which children have health care coverage. Many children who gained coverage were poor children, suggesting that efforts to enroll more Medicaid-eligible children into coverage and to implement the State Children's Health Insurance Program (SCHIP) are beginning to show results. However, recent Census data indicate that states still struggle to ensure that welfare reform does not end up causing families with children to miss out on coverage. Although children in poor families are gaining ground, they are still more likely to be uninsured than they were before enactment of the welfare law. Also, their parents' insurance situation is deteriorating. Data indicate that working does not protect poor adults against being uninsured. Poor children and adults in the key childrearing years are uninsured at far higher rates than children and adults from moderate-to-higher-income families. This paper describes how: SCHIP and Medicaid outreach efforts are showing results; Medicaid represents a major reason for improvements in coverage rates among poor children; and states ensure that welfare reform does not cause families with children to miss out on coverage. (SM)

ED 447 243   UD 033 868

Acemoglu, Daron; Pischke, Jorn-Steffen
Changes in the Wage Structure, Family Income, and Children's Education.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the European Economic Association (Bolzano, Italy, 2000). Sponsored by the Northwestern University/University of Chicago Joint Center for Poverty Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Attendance; College Bound Students;

technology use at all levels of education, training and research. The second section outlines European objectives for infrastructures, for increasing people's level of knowledge, and for adapting education and training systems to the knowledge-based society. The third section outlines the four main lines of action on which the eLearning initiative is based. The fourth section focuses on the framework for implementation of eLearning. (AEF)

ED 446 744 IR 020 373

Lankshear, Colin
Information, Knowledge and Learning: Rethinking Epistemology for Education in a Digital Age.
PUB DATE- 99
NOTE- 26p.; Invited keynote address, National Congress of Educational Research conference (5th, Aguascalientes, Mexico, October 31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Developing Nations; *Educational Practices; Educational Principles; *Educational Technology; Educational Theories; *Epistemology; Foreign Countries; Technological Advancement
IDENTIFIERS- *Mexico

This paper looks at challenges that face the epistemological model on which formal education is based as a result of the rapid growth in use of new communications and information technologies (CITs). The argument has three parts. The first describes some phenomena associated with the development during recent decades of these new CITs and their large scale incorporation into diverse social practices. While much of the detail is based in the growth of new technologies in the First World, the nature and directions of this growth impact powerfully on trends in countries like Mexico. The second part of the argument briefly describes what the author sees as an epistemological model underlying formal education. The third part considers some of the ways the phenomena described in the first part challenge this epistemological model, and to that extent, educational practices based upon it. The conclusion to the argument is that in the current context there is an urgent need for educational philosophers, along with other educational scholars and researchers, to consider the implications for epistemology of the new technologies and social practices of the digital age. (Contains 24 references.) (AEF)

ED 446 745 IR 020 374

Martinez, Margaret
Successful Web Learning Environments: New Design Guidelines.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; Educational Development; Educational Technology; Educational Theories; Guidelines; *Instructional Design; Instructional Innovation; *World Wide Web

The Web offers the perfect technology and environment for precision learning because learners can be uniquely identified,

NOTE- 14p.; "Contributing authors: Chuck Dziuban, Joel Hartman, Frank Juge, Barbara Truman-Davis." In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Awards; *Computer Uses in Education; *Distance Education; *Educational Technology; Higher Education; Instructional Design; *Instructional Development; Models; Research and Development; World Wide Web
IDENTIFIERS- *Course Development; *Online Courses; University of Central Florida

To meet the challenges of a rapidly-growing student population, a desire to increase student retention and success rates, a shortage of classroom space, and the need to maintain quality educational opportunities for students, the University of Central Florida (UCF) is strategically employing distributed learning. In three years, UCF has progressed from no coordinated distributed learning program to a highly-developed award-winning program consisting primarily of fully and partially World Wide Web-based courses. Characteristics of UCF's Web-based courses include: instructor-led, highly interactive courses; learner-centered, active learning; pedagogically sound instructional design; clear learning objectives and outcomes; and opportunity to build computer literacy. The significant issues that have lead to UCF's planning and implementation of a successful distributed learning initiative are institutional strategic planning, organizational structure, technical infrastructure, faculty development for teaching online, leaner support, support for units, research and development activities, and impact evaluation. Research and development activities that provide data and support the UCF's distributed learning initiative include course development and Web service development (e.g., software engineering and Web production, instructional design, and administrative support) and distributed learning impact evaluation research. (MES)

ED 446 766 IR 020 400

Jansak, Kathryn
Building a Supportive Online Instructional Environment for Reluctant, Apprehensive, and/or Under-Prepared Learners.
PUB DATE- 00
NOTE- 10p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Uses in Education; Distance Education; Educational Technology; Higher Education; *Instructional Design; *Material Development; Teacher Developed Materials; *World Wide Web
IDENTIFIERS- Learning Environments; *Online Courses; *Web Site Design; Web Sites

This paper presents tips for designing an instructional World Wide Web site, providing illustrations from a site developed using Blackboard's Courseinfo that is used in teaching a

ED 446 787 JC 000 725

Washington Community and Technical Colleges Academic Year Report, 1999-2000.
PUB DATE- 00
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; Enrollment; *Enrollment Trends; Institutional Evaluation; *State Schools; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

Provides a snapshot of funding, facilities, staffing, and enrollments in community and technical colleges in the past academic year in Washington state's community and technical colleges. These colleges served 472,470 students in 1999-00, the largest number ever served. The colleges enrolled the equivalent of 153,559 full-time students each quarter in 1999-00. Of the total, 124,438 FTEs were in state-funded courses. The racial composition of the student population was significantly more diverse than that of the state as a whole. The student population was more female than the state's adult population. In 1999-00, there were 34,274 students enrolled in distance-learning classes including Internet courses. In 1999-00, 13,092 Running Start students accounted for 7,767 FTEs. More than 11,600 students enrolled under the worker retraining program. Students enrolled for the purpose of workforce training generated most of the state FTEs (47%), followed by those enrolled in preparation for transfer to four-year institutions (37%). About one-third of all students taking courses eligible for need-based financial aid received aid in 1999-00. In 1999-00, 11,169 state-supported full-time equivalent staff including faculty, classified, administrative, and other professionals were employed in Washington community and technical colleges. System expenditures totaled more than $757.6 million. Capital appropriations for the 1999-01 biennium total $232 million. Tuition and fees of $1,584 were charged to a full-time student for classes over three quarters. (VWC)

ED 446 788 JC 000 726

Livieratos, Barbara B.
The Quest Continues: Results of the 1998 QUEST Survey.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Assessment; *Educational Quality; *Institutional Evaluation; *School Effectiveness; Surveys; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

Presents the results of the 1998 Quality Evaluation of Service Trends (QUEST) Survey administered at Howard Community College (Maryland) to 182 employees. This survey has been conducted annually since 1990. Ten of the service areas listed on the QUEST Survey improved their ratings over the last survey. There were declines in the 40 other areas. Consistent with past survey findings, respondents gave their highest importance ratings to "encouragement of excellence in teaching" and "high priority on student learning." On this year's QUEST Survey, there were six items and an overall rating on the President's

Work: Some Final Thoughts"; (12) "State Licensing Standards"; and (13) "Parent's Notes." (HTH)

ED 446 808 PS 027 902

Gordon, Thomas
Parent Effectiveness Training: The Proven Program for Raising Responsible Children. Revised.
PUB DATE- 00
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; Behavior Problems; Change Strategies; *Child Rearing; *Child Responsibility; *Children; Conflict; *Interpersonal Communication; Listening Skills; Models; *Parent Child Relationship; Parent Education; Parenting Skills; Problem Solving
IDENTIFIERS- Active Listening; *Parent Effectiveness Training

Parent Effectiveness Training (PET) began almost 40 years ago as the first national parent-training program to teach parents how to communicate more effectively with their children and to offer step-by-step advice to resolving family conflicts. This book, a revised and updated edition, presents the PET model for parent training, including the comprehensive philosophy of what it takes to establish and maintain an effective total relationship with a child in all circumstances and a complete system of principles and techniques. The model focuses on ways parents can encourage children to accept responsibility for finding their own solutions to their own problems. The chapters are: (1) "Parents Are Blamed but Not Trained"; (2) "Parents Are Persons, Not Gods" (3) "How To Listen So Kids Will Talk to You: The Language of Acceptance"; (4) "Putting Your Active Listening Skill to Work"; (5) "How To Listen to Kids Too Young To Talk Much"; (6) "How To Talk So Kids Will Listen to You"; (7) "Putting I-Messages to Work"; (8) "Changing Unacceptable Behavior by Changing the Environment"; (9) "Inevitable Parent-Child Conflicts: Who Should Win?"; (10) "Parental Power: Necessary and Justified?"; (11) "The 'No- Lose' Method for Resolving Conflicts"; (12) "Parents' Fears and Concerns about the 'No-Lose' Method"; (13) "Putting the 'No-Lose' Method to Work"; (14) "How To Avoid Being Fired as a Parent"; (15) "How Parents Can Prevent Conflicts by Modifying Themselves"; and (16) "The Other Parents of Your Children." Exercises for parents, a list of 12 communication roadblocks, and a suggested reading list are appended. (KB)

ED 446 809 PS 028 277

The Effective Provision of Pre-School Education (EPPE) Project: A Longitudinal Study Funded by the DfEE, 1997-2003. Technical Papers 1-6a.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 99
NOTE- 357p.; Technical paper 5 is not included. Principal investigators were Kathy Sylva, Edward Melhuish, Pam Sammons, and Iran Siraj-Blatchford. Research coordinator was Brendh Taggart.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.

helping children learn after school; (20) helping children learn to read; (21) helping youth prepare for college; (22) promoting a safe, healthy environment; (23) the Partnership for Family Involvement in Education; and (24) information and publications available from the U.S. Department of Education. (KB)

ED 446 829 PS 028 950

Otterbourg, Susan D.
How the Arts Can Enhance After-School Programs.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Education; *After School Programs; Dance; Elementary Secondary Education; *Fine Arts; Music; *Partnerships in Education; *Program Improvement; School Community Programs; School Community Relationship; Theater Arts; Visual Arts
IDENTIFIERS- Department of Education

To help communities meet the need for after-school programs, the U.S. Department of Education has instituted the 21st Century Community Learning Centers program, which supports after-school, summer, and weekend activities in neighborhood schools. This report provides an introduction to the role of the arts in those programs. Part 1 of the report summarizes research findings about the arts and after-school programs. Part 2 describes eight key elements of successful programs: (1) goal setting, strong management, and sustainability; (2) quality after-school staffing; (3) attention to safety, health, and nutrition; (4) effective partnerships with community-based organizations, juvenile justice agencies, law enforcement, and youth groups; (5) strong family involvement; (6) enriching learning opportunities; (7) linkages between school-day and after- school personnel; and (8) evaluation of program progress and effectiveness. Part 3 of the report showcases partnerships between schools and community-based organizations in Kansas, Missouri, Texas, Florida, and New Mexico. Part 4 describes the role of the Department of Education and the National Endowment for the Arts, focusing on the Partnership for Family Involvement in Education. Part 5 delineates web sites and Department of Education publications relevant to the arts and after-school programming. (KB)

ED 446 830 PS 028 951

Partnership for Family Involvement in Education: Tool Kit. CD-ROM .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- erfere with real growth in understanding. The digest concludes by noting that the most effective way to meet standar
DESCRIPTORS- College Preparation; Elementary Secondary Education; Enrichment Activities; *Family School Relationship; Fathers; Museums; Optical Data Disks; *Parent Participation; *Partnerships in Education; Religious Factors; *School Business Relationship; *School Community Relationship; Student Improvement
IDENTIFIERS- Business Role

(KB)

ED 446 850 PS 028 973

Even Start and Family Literacy Programs under the Elementary and Secondary Education Act. Hearing before the Committee on Education and the Workforce, House of Representatives, 106th Congress, First Session.
PUB DATE- 99
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indians; Elementary Secondary Education; *Family Literacy; *Family Programs; Financial Support; Hearings; *Program Effectiveness; Program Evaluation; Young Children
IDENTIFIERS- Congress 106th; *Even Start; Program Characteristics

In preparation for reauthorization of Even Start and other Federal education programs, these hearings transcripts recount testimony before the U.S. House Committee on Education and the Workforce concerning the Even Start and family literacy programs. Testimony was presented by: (1) the president of the National Center for Family Literacy, giving an overview of family literacy concepts and outlining the components of a quality family literacy program; (2) the director of the National Institute for Literacy, discussing the importance of evaluations of the Even Start program and the use of instructional programs based on scientific research; (3) a state manager for the Even Start program, discussing the importance of flexible Federal legislation to allow states to accomplish their family literacy goals; and (4) other local literacy program administrators. The transcripts' nine appendices contain written testimony. The testimony indicated that family literacy programs may help undereducated parents gain the skills they need to become self-sufficient and to help their children through school; the positive impact of such programs on families suggests that they can be an important strategy for student success. Recommendations for evaluation of Even Start programs included examination of the adult education component and better application of research findings on learning to read to the intergenerational approach. Other issues discussed include the level of the federal funding match for Even Start following the initial 8 years, ways to improve attendance and retention rates, ways to strengthen workplace literacy programs, the role of faith-based organizations in Even Start, and Native American involvement in the program. (KB)

ED 446 851 PS 028 974

Gormley, William T., Jr.; Lucas, Jessica K.
Money, Accreditation, and Child Care Center Quality. Working Paper Series.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Change Strategies; *Day Care; Early Childhood Education; Family Day Care; *Financial Support; *Public Policy; State Programs
IDENTIFIERS- *Day Care Quality; *Monetary Incentives; Policy Effectiveness

IDENTIFIERS- Arrests; *Indicators; Welfare Reform; *Wyoming

This KIDS COUNT factbook details statewide trends in the well-being of Wyoming's children. Following an overview of key indicators and data sources, the factbook documents trends by county for 23 indicators: (1) child and youth population; (2) births; (3) low birth-weight babies; (4) early prenatal care; (5) infants deaths; (6) child deaths; (7) births to unmarried mothers of all ages; (8) births to mothers who smokes during pregnancy; (9) teen births; (10) children affected by divorce; (11) juvenile crime arrests; (12) teen violent deaths; (13) teen motor vehicle related deaths; (14) teen suicide; (15) education; (16) average daily membership in schools; (17) drop out incidences; (18) 1999 youth risk behavior surveillance; (19) infants, toddlers, and preschoolers with developmental disabilities; (20) licensed child care facilities; (21) poverty; (22) welfare reform; and (23) child health care. The findings indicate declining trends in child population, high school dropouts, children in families receiving welfare, births, early prenatal care, teen birth rate, juvenile violent crime arrests, and the number of licensed day care facilities. Increasing trends are noted for the number of children in poverty, infant deaths and infant mortality, low birthweight babies, babies born to unwed mothers, mothers who smoked during pregnancy, overall juvenile crime arrests, and the number of children with developmental disabilities. (HTH)

ED 446 870 PS 029 015

Casey, Cherl; Klene, Peggy; Pangallo, Patricia
Creating a Conflict-Solving Classroom Community.
PUB DATE- 00
NOTE- 166p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; *Behavior Change; Behavior Problems; Change Strategies; *Classroom Environment; *Conflict Resolution; Elementary Education; Interpersonal Competence; Peer Mediation; Peer Relationship; *Program Effectiveness; Program Evaluation; Student Attitudes; *Student Behavior

This action research project evaluated a program to improve students' ability to resolve conflicts. Many students of the targeted third-, fourth-, and fifth-grade classrooms lacked a well-defined sense of classroom community as well as the ability to resolve conflicts peaceably. Research indicated that specific skills needed to be taught. For this reason, a program was developed which was supported by the administration and implemented during a 5-month time span beginning in September. The implemented program included instructing children in three main categories: building a classroom community, conflict resolution skills, and peer mediation. This was accomplished through the use of activities that helped create a sense of community, personal responsibility, and the ability to solve conflicts peacefully. While evaluation surveys showed an increase in discipline notices, detentions, and suspensions, this does not reflect the success of the program. Subjective observations and anecdotal comments by students and parents provided a different perspective. Positive feelings among teachers, students, parents, and administration were expressed through surveys and verbal comments. The overall impact upon school and individual classrooms was noted with a recommendation for expanded implementation. (Ten appendices information, host organization, communities served, program mission and objectives, program features, and unusual features or concerns. Some Quebec program descriptions are presented in French. Programs are hosted primarily by First Nation Band Councils and Aboriginal community centers. The programs in the directory have met and overcome a number of challenges: the isolation and onerous responsibilities of literacy practitioners, inadequate financial resources, the need to provide a safe and welcoming environment, the need to develop a curriculum that is both culturally relevant and relevant to adults' lives, transportation and daycare obstacles, learners' personal problems that decrease motivation, and inadequate access to technology and technical assistance. Successful programs share several critical features: a safe and welcoming environment, supportive community leadership, competent program staff, community support resources, adequate human and financial resources, relevant personalized programming, and appropriate curriculum. Information is presented on funding and support available from the National Literacy Secretariat, and an agenda for a national Aboriginal literacy conference is suggested. (Contains the interview protocol.) (SV)

ED 446 889   RC 022 677

Valenzuela, Angela
Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring. SUNY Series, The Social Context of Education.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 346p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; Educational Environment; *Educationally Disadvantaged; High School Students; High Schools; Hispanic American Students; *Immigrants; *Mexican American Education; *Mexican Americans; Resistance (Psychology); Student Attitudes; Student Experience; *Student School Relationship; *Teacher Student Relationship; Underachievement
IDENTIFIERS- Houston Independent School District TX; Social Capital

This book reports on a 3-year ethnographic study of academic achievement and schooling orientations among immigrant Mexican and Mexican American students at a Houston (Texas) high school. The study included a survey of the entire student body (2,281 students), participant observation in the school and community from 1992 to 1995, 25 open-ended group interviews with students, and examination of school records and documents. The study site was chosen in part because of Mexican Americans' historical struggle for equal educational opportunity in Houston and a massive student walkout in 1989 to protest problems stemming from staff indifference, cultural insensitivity, and neglect. Findings indicate that rather than functioning as a conduit for the attainment of the American dream, this large, overcrowded, and underfunded urban school reproduces Mexican youth as a monolingual, English-speaking, ethnic minority, neither identified with Mexico nor equipped to function competently in America's mainstream. For the majority of this school's regular (non-college-bound) students, schooling is a subtractive process that divests them of important social and cultural resources and leaves them progressively vulnerable to academic failure. U.S.-born students achieve at lower levels than immigrant students, methods course, graduate students with WWW integration, and graduate students with no WWW course integration. The students' frequency of usage, types of usage, and comfort level of using WWW are examined. (Contains 12 references.) (YDS)

ED 446 911 SE 063 847

Inquiry and the National Science Education Standards: A Guide for Teaching and Learning.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; National Aeronautics and Space Administration, Washington, DC.
PUB DATE- 00
NOTE- 223p.; Study by the Committee on Development of an Addendum to the National Science Education Standards on Scientific Inquiry. Also funded by the Governing Board Initiative of the National Academies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Evaluation; *Inquiry; Instruction; Learning; Motivation; Problem Solving; *Science Education; *Teaching Methods; Thinking Skills
IDENTIFIERS- National Science Education Standards

This document is a guide for teaching and learning concerning inquiry education. It identifies scientific inquiry in correlation with the National Science Education Standards and discusses the various functions and strategies for assessment. Contents include: (1) Inquiry in Science and in Classrooms; (2) Inquiry in the National Science Education Standards; (3) Images of Inquiry in K-12 Classrooms; (4) Classroom Assessment and Inquiry; (5) Preparing Teachers for Inquiry-Based Teaching; (6) Making the Case for Inquiry; (7) Frequently Asked Questions about Inquiry; and (8) Supporting Inquiry-Based Teaching and Learning. (YDS)

ED 446 912 SE 063 852

Lowery, Patricia A.; Brickhouse, Nancy
Girls' Engagement with/in Science: Teacher Perspectives.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; Blacks; Cultural Differences; Ethnic Bias; Ethnicity; *Females; Grade 7; Grade 8; Inquiry; Junior High Schools; Minority Groups; Science Instruction; Science Teachers; *Sex Differences; *Student Attitudes; Teacher Attitudes; Teaching Methods; Teaching Styles

This study is an extension of an on-going longitudinal study, the Girls Engagement With/In Science (GEIS) Project. The GEIS Project was designed to understand how girls who are poor, minority or both, engage in science. The two teachers who form the focus for this study are these girls' 7th and 8th grade teachers. Data for this interpretive inquiry were gathered as field notes, and in structured interviews. The two teachers, taken together, illustrate responsive teaching for minority girls. Although the two teachers are very different in their

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Method (Teaching Technique); Case Studies; Elementary Education; Higher Education; *Mathematics Education; *Pedagogical Content Knowledge; *Preservice Teacher Education; Videotape Recordings

Preservice teacher preparation programs seek to provide experiences that support this process primarily through clinical and field components. More professional courses include field-based experiences. In addition, interest in and use of cases has been introduced as part of preservice programs to help prospective teachers focus on the dilemmas of teaching throughout their preparation. In this study, variations of case methodology making use of a variety of videotapes were integrated into a methods course for teaching elementary school mathematics. Based on the analysis of the data from five teacher candidates being interviewed twice and a review of selected documents of eight teacher candidates' written work, it indicates that by the end of the course, teacher candidates expressed a desire to be accepting of a variety of student responses and to be open to more than one "right" way of solving problems. Teacher candidates also stressed the importance of using different strategies and probes to "get at" student thinking both in mathematics and other subject areas they will be teaching. Teacher candidates cited the videotaped cases as worthwhile. (Contains 23 references.) (ASK)

ED 446 936 SE 063 980

Harder, Virginia; Talbot, Lynne
How Are Mathematics Methods Courses Taught?
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Washington, DC, February 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; *Course Descriptions; Higher Education; *Mathematics Education; *Methods Courses; *Preservice Teacher Education; Teaching Methods

To get a preliminary understanding of how mathematics methods courses are taught, this study examined course syllabi from as wide a range of public and private universities as possible. Mathematics methods course syllabi from 200 randomly selected members of the Association of Mathematics Teacher Educators (AMTE) were requested. Following the second mailing, the return rate was 33% but only 45 syllabi--a 19.5% return--met the criteria for this study. Each syllabi was read five times. The first reading showed the wide range of syllabi from very descriptive to a basic outline of course objectives and assessments. The next three readings developed the categories of instructional approaches, instructional projects, and assessments. Eleven categories of instructional approaches, five categories of instructional projects, and four categories of assessment types were identified. (ASK)

ED 446 937 SE 063 982

Clarke, Doug
A Compulsory Mathematics Unit for Elementary Preservice Teachers: Content, Pedagogy and Assessment.

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Design; *Engineering Education; Foreign Countries; Higher Education; *Manufacturing; Science Education; Three Dimensional Aids; *Tutors
IDENTIFIERS- England

We have built several multimedia tutors for science and engineering education. This paper discusses Design for Manufacturing tutors and an electronic homework systems used by over 2000 students daily. The engineering tutors instruct students on efficient procedures for designing parts for manufacture. The goal is to support a deeper understanding of the interaction between features of a part being designed and the corresponding manufacturing requirements of the part in injection molding, sheet metal stamping, and finite element analysis. Animated sequences of the processes are either generated dynamically or indexed according to the possible design. Students create designs, and the tooling complexity is demonstrated through both 2D and 3D animations. (Author)

ED 446 961 SE 064 181

Farbrother, Barry J.
Rose-Hulman Institute of Technology's Technology & Entrepreneurial Development Program.
PUB DATE- 98
NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economics; Engineering Education; Higher Education; *Industry; Internship Programs; *Partnerships in Education; *School Business Relationship; Science Education; *Technology

The era of economic dominance supported by the existence of a large and inexpensive labor pool, and expanding domestic market, and/or exploitation of natural resources is over in the United States. It's time to work smarter, not just work harder. Thus, the economic vitality of any region in a modern economy is dependent on the ability of its institutions to harness innovation and knowledge in order to create wealth for the population of that region. Colleges and universities, while they are one of the major repositories of intellectual capital, have traditionally stayed at "arms length" from the commercial activities of the companies that hire their graduates. It is probably appropriate that there be significant differences in the operating premises and mission philosophies of the two types of organizations. However, corporations and colleges share a mutual interest in the economy. If the future success of the economy is based upon innovation and knowledge, it seems an opportune time for these two types of organizations to become colleagues in an economic partnership that brings together the resources and needs of each for the betterment of both. The general mechanism of the economic partnership between Rose-Hulman Institute of Technology and the corporate sector in Indiana is through Rose-Hulman's Technology and Entrepreneurial Development Program (TED). Business, industry, and government benefit from the creativity, innovation, and technical competence offered by the college community. Faculty and students benefit from the opportunity to work within real world

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academically Gifted; Activity Units; Computer Uses in Education; Elementary Education; *Independent Study; Maps; *Meteorology; *Multiple Intelligences; Music; Prediction; Science Activities; Science Instruction; *Weather

This book consists of two complete units on meteorology. The first unit is created for lower elementary students and the second one is for upper elementary grade levels. The units are designed for gifted students and encourage students to be responsible for their own education. Each unit is based on an interdisciplinary approach. Suggestions for adaptation of the units are also included. (YDS)

ED 446 985 SE 064 243

Payson, Patricia
Science Fiction: Imagining Worlds. Self-Directed Study Units for Grades K-3 and 4-8.
PUB DATE- 94
NOTE- 108p.; For other books in series, see SE 064 236-237, SE 064 239, SE 064 241-242.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academically Gifted; Art; Elementary Education; *Fantasy; *Fiction; *Independent Study; Interdisciplinary Approach; *Multiple Intelligences; Music; *Science Fiction; Writing (Composition)
IDENTIFIERS- Time Travel

This book consists of two complete units on the ideas and concepts of science fiction. The first unit is created for lower elementary students and the second one is for upper elementary grade levels. The units are designed for gifted students and encourage students to be responsible for their own education. Each unit is based on an interdisciplinary approach. Suggestions for adaptation of the units are also included. (YDS)

ED 446 986 SE 064 244

Leinwand, Steven
Sensible Mathematics: A Guide for School Leaders.
PUB DATE- 00
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Educational Change; Elementary Secondary Education; *Instructional Leadership; Mathematics Education; *Principals

This guide provides the tools school leaders and educators need to make the vision of sensible mathematics a reality for all students. Closely aligned with the new National Council of Teachers of Mathematics (NCTM) Principles and Standards, it was written to help communicate why change must occur, what that change looks like, and what must be done to implement it. More specifically, this book features useful strategies that administrators can use to broaden awareness and understanding about mathematics reform, practical suggestions for providing leadership that results in substantive improvement, helpful ideas for identifying and implementing the key instructional

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Enrichment; *Educational Benefits; Foreign Countries; Role Playing; Secondary Education; *Tourism; *Travel
IDENTIFIERS- Behavior Codes; *Mexico

Intended for secondary students, this curriculum unit (in both English and Spanish) provides a look into Mexico's second largest industry, tourism. The curriculum unit of four lessons includes general information about tourism, maps, stories, and a code of behavior for travelers. The unit enumerates learner objectives, defines vocabulary and concepts, and suggests teaching strategies. Students identify a variety of perspectives through readings, discussions, and role play exercises. Four popular vacation sites--Tijuana, Cancun, Rosario, and the Mayan world--are examined through the eyes of Mexicans who live and work there. In the unit's final lesson, students design an international tourist site in their own community that reflects the concepts of "mutually beneficial tourism." A bibliography identifies 8 tourism agencies and organizations; 6 books, periodicals, and Web sites; and 6 guides to Mexico. Includes a map of Mexico. (BT)

ED 447 010 SO 032 118

Skreslet, Paula Youngman
Northern Africa: A Guide to Reference and Information Sources. Reference Sources in the Social Sciences Series.
PUB DATE- 00
NOTE- 405p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- African History; *African Studies; Annotated Bibliographies; Area Studies; Foreign Countries; *Information Sources; *Reference Materials; Religion; Social Sciences
IDENTIFIERS- *Africa (North)

Intended to assist the student, research scholar, librarian, or information professional gaining a foothold in Northern Africa area studies, this book provides an annotated bibliography of relevant reference materials. The book considers a full spectrum of area studies topics; formal reference works (encyclopedias, dictionaries, atlases, collective biographies) form the basis of the bibliography, but nontraditional sources are included if they represent important sources of information on neglected countries, regions, or topics. Each annotation indicates the nature of the work and its relevance to the field. The basic premise or approach of each work, the degree to which it is regarded as authoritative and accurate, features that increase its reference value (maps, tables of data, appendixes, illustrations), effectiveness of organization and access, and any special biases or agendas are recorded insofar as possible. The book is divided into three parts: part 1, "General Reference Works" ("Chapter 1: General Works"); part 2, "Area Studies References by Subject" ("Chapter 2: History and Antiquities"; "Chapter 3: Social Sciences"; "Chapter 4: Government, Politics and Law"; "Chapter 5: Economics--Commerce, Industry and Aid"; "Chapter 6. Arts and Learning"; "Chapter 7: Religion"); and part 3, "Reference Sources by Country and Region" ("Chapter 8: The Maghreb--Arabic-Speaking North Africa"; "Chapter 9: The Sahel Region: Sahara"; "Chapter 10: The Horn of Africa"). Contains a names index, a titles index, IDENTIFIERS- *North Dakota

This document outlines the performance standards for music in North Dakota public schools, grades K-12. Four levels of performance are provided for each benchmark by North Dakota educators for K-4, 5-8, and 9-12 grade levels. Level 4 describes advanced proficiency; Level 3, proficiency; Level 2, partial proficiency; and Level 1, novice. Each grade level is measured by the following standards: (1) Singing; (2) Instrumental Performance; (3) Improvisation; (4) Composition; (5) Reading Music; (6) Listening; (7) Evaluating Music; (8) Music and Other Disciplines; and (9) Music, History and Culture. The document then outlines (in separate sections) performance standards in detail for grades K-4, 5-8, and 9-12. (BT)

ED 447 032 SO 032 258

Koppang, Angie; Loe, Linda; Neumann, Scott; Stordalen, Emilie; Vranna, Jeff; Hagen, Sarah; Odegaard, Denese
North Dakota Music Content Standards.
PUB DATE- 00
NOTE- 60p.; For a companion document, "North Dakota Performance Standards for Music," see SO 032 257.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Benchmarking; Elementary Secondary Education; *Music; Music Activities; *Music Education; Performance Based Assessment; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS- *North Dakota

The standards in this document are intended to provide every student in North Dakota's public schools with a set of skills that will enable him or her to participate in lifelong leisure, avocational, or professional music pursuits. To help all students achieve the standards outlined in the booklet, North Dakota educators must continue to ensure that all students have music instruction throughout their k-12 education; ensure that the focus of each and every public performance is an outgrowth of the district's curriculum, the standards, and classroom instruction which produces a quality product; improve and increase professional development; improve teacher education programs; increase and reallocate funding to support the arts; and involve school boards, administrators, teachers, parents, and community members. Following an introduction, the document lists the following music content standards: (1) Singing; (2) Instrumental Performance; (3) Improvisation; (4) Composition; (5) Reading Music; (6) Listening; (7) Evaluating Music; (8) Music and Other Disciplines; and (9) Music, History, and Culture. Includes benchmarks, specific knowledge, and sample activities for grades K-4, 5-8, and 9-12. (BT)

ED 447 033 SO 032 261

Raskin, Jamin B.
We the Students: Supreme Court Cases for and about Students.
PUB DATE- 00
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive

Paraguay. The module introduces students to categories of migration such as rural-urban migration, urban-urban migration, cyclical migration, forced migration, return migration, remigration, and U-turn migration. Student activities in the module are structured around the theory of multiple intelligences. The module first presents a general introduction and then proceeds to an introductory activity which sets the context and contains transparencies and handouts. Next, the module's activities section provides a look at the eight countries with a Japanese immigrant population and then offers eight activities, one for each country studied. Contains a glossary and references. (BT)

ED 447 054 SO 032 294

Nunez, Lucia; Chavez, Rebecca; Cheng, Amy; Kim, Pearl; Mukai, Gary; Murphey, Carol; Valadez, Martin
Episodes in the History of U.S.-Mexico Relations, Part 1.
SPONS. AGENCY- Hewlett Foundation, Inc., Garden City, NY.; Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 82p.; For Parts 2 and 3, see SO 032 295-296.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cross Cultural Studies; Foreign Countries; *International Relations; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Borderlands; *Mexican History; Mexican War; Mexico; Timelines

The lessons in this 3-part series are intended to provide students with a basic understanding of the relationship between the United States and Mexico, with emphasis on multiple perspectives, conflict and cooperation, and interdependence. This curriculum unit, Part 1, examines two important historical episodes. The first episode focuses on a conflict between the two countries, the Mexican-American War, while the second episode focuses on an instance of cooperation between the two countries, the "Bracero" Program of the mid-20th century. The introduction presents a rationale, state and national history standards, series goals, matrix of lessons, materials needed, time and suggested sequence of activities, and small-group roles. This unit contains three lessons: (1) "Setting the Context for U.S.-Mexico Relations" (contains a questionnaire, 2 handouts, and 4 maps); (2) "The Fight for Texas and the Mexican-American War" (contains 3 timelines, 5 biography cards, 2 handouts, 6 resource sheets, and vocabulary); and (3) "The Bracero Program" (contains a handout, 5 impressions, and 7 writing exercises). (BT)

ED 447 055 SO 032 295

Cheng, Amy; Kim, Pearl; Lai, Selena; Mukai, Gary; Nunez, Lucia; Valadez, Martin
Contemporary Issues in U.S.-Mexico Relations, Part 2.
SPONS. AGENCY- Hewlett Foundation, Inc., Garden City, NY.; Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 113p.; For Parts 1 and 3, see SO 032 294 and SO 032 296.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

interest in their proteges as human beings; being other-centered; believing in inclusivity; and being dynamic. Ten qualities of good proteges include: considering hope and optimism; being open to continuous learning; being able to let go; and valuing humor. (SM)

ED 447 074 SP 039 544

Dillon, Peter W.
Processes and Perceptions of Collaboration: Two Teams at the International High School.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; High Schools; *Interdisciplinary Approach; Limited English Speaking; Secondary School Teachers; Teacher Attitudes; *Teacher Collaboration
IDENTIFIERS- International High School NY; Teacher Isolation

This study documented small groups of teachers who collaborated formally and informally while working on various collaborative teams. The study involved New York City's International High School, which serves recent immigrants from about 60 countries. The school helps students develop linguistic, cognitive, and cultural skills necessary to succeed in school and beyond. Teachers work across departments in interdisciplinary teams. Each team works with limited numbers of students. Teams of teachers collaborate in and across those groups. Students also work in a variety of groups. The school has an ideological and structural commitment to collaboration, and schedules and curricula foster collaboration. Teachers collaborate by meeting formally and informally. Whole school planning time is scheduled monthly. Using observations and individual and group interviews with teachers, paraprofessionals, and administrators, this study documented the process of informal and formal collaboration and respondents' opinions about their collaboration. Overall, teachers were extremely busy, working hard to achieve positive results. Their feverish pace appeared to be fueled by a tremendous commitment to doing right by their students. Many felt the pace was almost too difficult. There was a sense that teachers at different career stages contributed to and gained from collaboration differently. (Contains 73 bibliographic references.) (SM)

ED 447 075 SP 039 545

Malone, Bobby G.; Nelson, Jacquelyn S.; Nelson, C. Van
Admitting At-Risk Students into Principal Preparation Programs: Is It Worth the Risk?
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (54th, Ypsilanti, MI, August 8-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *College Admission; Educational Administration; Grade Point Average; Graduate Study; *High Risk Students; Higher Education; Masters Degrees;

ED 447 093 SP 039 569

Smith, Jeffrey K.; Smith, Lisa F.; De Lisi, Richard
Natural Classroom Assessment: Designing Seamless Instruction & Assessment. Experts in Assessment Series.
PUB DATE- 01
NOTE- 147p.; Series Editors: Thomas R. Guskey and Robert J. Marzano.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Essay Tests; Evaluation Methods; Multiple Choice Tests; Parent Teacher Conferences; *Performance Based Assessment; Reports; Scoring; Special Needs Students; *Student Evaluation; Student Participation; Test Construction
IDENTIFIERS- Authentic Assessment; Teaching to the Test

This book provides a practical approach to using and developing performance assessments. There are 13 chapters: (1) "Determining Goals, Targets, and Objectives" (what students should be able to do as a result of being in the class); (2) "How Will Assessment Be Used?" (how assessment can help or hinder the instructional process based on how it is blended into classroom life); (3) "Designing Assessments That Evolve from Instruction" (developing assessments from classroom instructional activities); (4) "Beginning the Design Process" (developing natural assessments); (5) "Choosing Performance/Authentic Assessments/Projects"; (6) "Using Multiple Choice and Other Objective Measures"; (7) "Using Essays and Reports"; (8) "Incorporating Affective and Related Ideas"; (9) "Preparing Students for Assessments" (problems with teaching to the test and getting students to focus on important instructional questions); (10) "Scoring and Communicating Results"; (11) "Planning Parent- Teacher Conferences" (e.g., why such conferences are important, conference goals, and handling difficult cases); (12) "Assessing Students with Special Needs" (e.g., what standards are appropriate and which scoring standards to use); and (13) "Seamless Integration of Goals, Instruction, and Assessment." (Contains 19 references.) (SM)

ED 447 094 SP 039 570

Sousa, David A.
How the Brain Learns: A Classroom Teacher's Guide. Second Edition.
PUB DATE- 01
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; *Brain Hemisphere Functions; Cognitive Processes; Elementary Secondary Education; Learning; *Memory
IDENTIFIERS- Blooms Taxonomy; *Brain Based Learning; Brain Development

This book presents information to help teachers turn research on brain function into practical classroom activities and lessons,

IDENTIFIERS- *Department of Education
This guide features information about the latest initiatives by the U.S. Department of Education, an update on specific programs for schools and teachers, and a list of services and resources, both at the Department's headquarters in Washington, DC, and nationwide. Introductory pages provide information on nine of the Department's latest initiatives, with details on the teaching initiative and a summary page on each of the others. Other sections discuss the Department of Education's grant programs and other services that may interest teachers. A Services and Resources section describes the Department's services and the various offices that are responsible for them. This section also lists federal Internet resources on education, which may be useful for teachers who use the Internet in their classrooms. The next section presents the range of regional and field-based resources that the Department of Education funds through grants or contracts. The final section presents clearinghouses that are funded by the Department of Education which may be of interest to teachers. (SM)

ED 447 114 SP 039 596

Keller, Michael
A Study of the Capacity of Teacher Preparation Programs in Maryland.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Bound Students; Elementary Secondary Education; *Enrollment Trends; Graduate Study; Higher Education; Majors (Students); *Preservice Teacher Education; Tables (Data); *Teacher Supply and Demand; Teachers
IDENTIFIERS- *Maryland
This study analyzes supply and demand aspects of the capacity issue in Maryland. Related to supply, it examines intended majors of college bound high school graduates, numbers of students who enroll in teacher preparation programs and how many additional students could be accommodated within current resources, numbers of certified teachers being produced, and anticipated number of teacher candidates expected in the next 2 years. Figures are presented by subject area and institution. Related to demand, the study examines numbers of new hires by Maryland school systems and sources from which they were recruited, certification areas with expected shortages, and numbers of new teachers by subject area who are expected to be needed by Maryland schools during the next 2 years. Statistical information was supplemented with interviews with heads of selected Maryland teacher preparation programs. Approximately 8 percent of Maryland's college-bound high school seniors have intended to major in education during the past several years; undergraduate and master's level graduate enrollment in Maryland's teacher preparation programs in 1999 totaled 11,650; the number of new teachers hired by Maryland public schools has nearly tripled in the past decade; and Maryland public schools estimate needing 8,742 new teachers in 2001-2002. (SM)

ED 447 115 SP 039 597

Bailey, Dora L.; Helms, Ronald G.

PUB DATE- 00
NOTE- 21p.; For related article, see ED 436 514. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Cooperative Planning; Elementary Education; Elementary School Teachers; *Participative Decision Making; Teacher Attitudes; *Teacher Collaboration; Teacher Role; *Team Teaching; Teamwork

This longitudinal study examined elementary teachers' perceptions of the collaborative planning and decision-making process and their role in it. Nine teachers participated in grade- level teaming. Teachers ranged in experience from 1-9 years, with 3 teachers new to the team and 5 in their first or second year of teaching. Participants completed interviews regarding their definitions and perceptions of: team teaching, team functioning, teacher roles in shared decision making, and the evolving roles of team members due to personnel changes. Teachers were observed during team planning meetings. Most agreed on a definition of teaming. The group was very diverse, with many strong personalities. Team members varied in perceptions of and reactions to teaming. The four team veterans formed two subgroups. Two considered the most important benefit of teaming to be sharing ideas and getting new teaching materials and activities, and two had two very divergent opinions. The two experienced novices were still seeking their roles but identified with a subgroup. The three outside veterans brought their experiences on other teams to bear and did not align with subgroups, instead seeking their own role and working for improved functioning on the team. Teachers differed in their views of changes on the team. (Contains 20 references.) (SM)

ED 447 135   SP 039 622

Frederick, Lynda; Giles, Rebecca McMahon
Preservice Teachers' Book Choices: Does Dominant Intelligence Influence Selection?
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Cognitive Style; Decision Making; Elementary Secondary Education; Higher Education; *Multiple Intelligences; Picture Books; Preservice Teacher Education; Prior Learning; Student Experience; Student Teachers

This study investigated the relationship between preservice teachers' dominant intelligence(s) and picture book preferences. Participants completed the quiz, "Where Does Your True Intelligence Lie?" to determine their dominant intelligence(s). They also reviewed and ranked 21 picture books, chosen to represent each of the seven intelligences, according to personal preference. Participants provided a written explanation for their first and last choices. Completed instruments were individually analyzed to identify relationships between intelligences and book choices. Musicalsecurity. Computerized adaptive tests (CATs) are also particularly useful for evaluating student growth over time. Issues and concerns with CATs are also discussed. This discussion shows the critical need for cross-disciplinary research to ensure that the use of Web-based testing will truly benefit students. (Contains 38 references.) (SLD)

ED 447 156 TM 031 971

Regional Educational Laboratories 1999 Annual Report: Linking the Worlds of Research, Policy, and Practice.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Educational Practices; *Educational Research; Elementary Secondary Education; *Information Dissemination; *Technical Assistance
IDENTIFIERS- *Regional Educational Laboratories

The Regional Educational Laboratories comprise a national network of institutions with similar missions, goals, and strategies. Since their establishment in 1965, the Regional Educational Laboratories have undertaken long-range initiatives to solve difficult problems in U.S. schools. This annual report describes some of the efforts of the Regional Educational Laboratories as they work to carry out a rigorous program of educational research. A profile of each of the 10 laboratories highlights activities for research and educational improvement. Each of the laboratories provides national leadership in a specialty area. The laboratories and their special areas are: (1) AEL (formerly Appalachia Education Laboratory); rural education; (2) Laboratory for Student Success (LSS): urban education; (3) Mid-continent Research for Education and Learning (McREL): curriculum, learning, and instruction; (4) North Central Regional Educational Laboratory (NCREL): educational technology; (5) Northeast and Islands Regional Educational Laboratory at Brown University (LAB): language and cultural diversity; (6) Northwest Regional Educational Laboratory (NWREL): school change processes; (7) Pacific Resources for Education and Learning (PREL): language and cultural diversity; (8) The Regional Educational Laboratory at SERVE: early childhood education; (9) Southwest Educational Development Laboratory: language and cultural diversity; and (10) WestEd: assessment. (SLD)

ED 447 157 TM 031 972

Kendall, John S.; Schoch-Roberts, Lisa; Young-Reynolds, Sara
A Distillation of Subject-Matter Content for the Subject Areas of Geography and History.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Benchmarking; *Course Content; Curriculum Development; Elementary Secondary Education; *Geography; *History; State Standards

This study was designed to provide schools, districts, and states

ED 447 179 TM 032 066

Hart, Diane
Authentic Assessment: A Handbook for Educators. Assessment Bookshelf Series.
PUB DATE- 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Evaluation Methods; Guides; *Performance Based Assessment; Portfolio Assessment; Scoring; Standardized Tests; *Student Evaluation; Test Construction; *Test Use

This book reviews the assessment movement, from the history of testing to the practical considerations of enhancing classroom experiences for teachers and students. It explores making time for assessment, tailoring assessment to desired outcomes, and scoring and evaluating student performance. The chapters are: (1) "Where We've Been: Standardized Testing"; (2) "Where We Are Heading: Authentic Assessment"; (3) "Observing What Students Do"; (4) "Evaluating Students' Work: Portfolio Assessment"; (5) "Testing What We Care About" Performance Assessment"; (6) "Opening the Assessment Process to Students and Their Families"; (7) "Scoring and Grading the New Assessments"; (8) "Implementing Authentic Assessment" ; (9) "Often-Asked Questions about Authentic Assessment"; and (10) "Where To Find More Information." A glossary and a list of 36 resources for further information are included. (Contains 17 figures.) (SLD)

ED 447 180 TM 032 067

Barton, James, Ed.; Collins, Angelo, Ed.
Portfolio Assessment: A Handbook for Educators. Assessment Bookshelf Series.
PUB DATE- 97
NOTE- 111p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Performance Based Assessment; *Portfolio Assessment; *Student Evaluation

This guide contains practical steps for integrating portfolios into any K-12 classroom and tips for effective classroom management of portfolios. It also contains actual examples of portfolios in action in a variety of subject areas. The chapters are: (1) "Starting Out: Designing Your Portfolio" (James Barton and Angelo Collins); (2) "Preparing Your Students To Deal with Portfolios" (Suzanne Weiner); (3) "Lessons of Elementary School Experience," "Using Social Studies Portfolios in a Kindergarten Classroom" (Jennifer Kennedy), "Using Math Portfolios in First-, Second-, and Third-Grade Classrooms" (Jeannie Clarkson), "Using Language Arts Portfolios in a Fourth-and-Fifth-Grade Classroom" (Doria Long); (4) "Lessons of Middle-School Experience," "Using Science Portfolios in a Sixth-Grade and other expert systems, Bayesian networks are typically much more complex, but the computations for basic applications, as illustrated, are quite simple. The framework outlined is applicable to a range of settings and to multidimensional items and tests. Bayesian networks have been used as the basis for computer adaptive tests. The framework can be embedded in an intelligent tutoring system to determine mastery after each instructional unit. One can experiment with simple Bayesian networks using a variety of free, readily available software packages. (SLD)

ED 447 201 TM 032 090

McMillan, James H.
Basic Assessment Concepts for Teachers and School Administrators. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; Version of a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Educational Assessment; *Educational Testing; Elementary Secondary Education; *Student Evaluation; *Teachers; Test Construction; *Test Use
IDENTIFIERS- ERIC Digests

This digest presents 11 basic principles to guide the assessment training and professional development of teachers and administrators. These are: (1) assessment is inherently a process of professional judgment; (2) assessment is based on separate but related principles of measurement evidence and evaluation; (3) assessment decision-making is influenced by a series of tensions; (4) assessment influences student motivation and learning; (5) assessment contains error; (6) good assessment enhances instruction; (7) good assessment is valid; (8) good assessment is fair and ethical; (9) good assessments use multiple methods; (10) good assessment is efficient and feasible; and (11) good assessment appropriately incorporates technology. What is most essential about assessment is understanding how general, fundamental assessment principles and ideas can be used to enhance student learning and teacher effectiveness. (Contains 13 references.) (SLD)

ED 447 202 TM 032 110

Ediger, Marlow
Assessment of Student Achievement and the Curriculum.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Constructivism (Learning); Criterion Referenced Tests; *Curriculum; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Portfolio Assessment; Standardized Tests; *Student

in the creation of a school-wide democratic learning environment that will serve the needs of all students. Articles, lesson plans, and additional resources are grouped into six sections: (1) "An Overview of 'Judicious Discipline'"; (2) "Introducing 'Judicious Discipline': Lesson Plans for Building Democratic Classroom Communities, Grades K through 12"; (3) "Integrating Curriculum and Judicious Discipline"; (4) "Citizenship Education"; (5) "Developing Policies and Strategies for Judicious Management"; and (6) "Communicating with the Community." (SLD)

ED 447 223 UD 033 407

Report of the Summit on Girls & Violence.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Conferences; Elementary Secondary Education; *Females; *Prevention; *School Safety; *Violence

In December 1997 the Center for Women Policy Studies convened a Summit on Girls and Violence in Washington, D.C. The Summit brought together researchers, advocates, educators, funders, and policymakers to strategize about how to shape further research, bring attention to the issues, and muster the national will to end violence affecting girls and young women. This report summarizes the Center's research and the Summit presentations and discussions, grouped into the following sections: (1) "Introduction"; (2) "Up Close: A Portrait of Girls and Violence in Florida"; (3) "Definitions of Violence"; (4) "Feminist Response to Violent Girls"; (5) "Responding to the Needs of Girls and Teen Women: The Role of Institutions"; (6)"Opportunities and Barriers"; and (7) "Recommendations." The agenda and a list of participants are attached. (SLD)

ED 447 224 UD 033 752

Greene, Jay P.
The Effect of School Choice: An Evaluation of the Charlotte Children's Scholarship Fund Program. Civic Report No. 12.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Class Size; Elementary Secondary Education; Low Income Groups; Parent Attitudes; *Parents; Private Schools; Public Schools; Satisfaction; *Scholarships; *School Choice; Student Attitudes
IDENTIFIERS- *North Carolina (Charlotte)

The Children's Scholarship Fund (CSF) program in Charlotte, North Carolina offered partial scholarships, awarded by lottery, to low-income families in Charlotte to attend private schools in the 1999-2000 school year. Families of 452 students (or the students themselves in some cases), some of whom were using scholarships and some of whom were not, responded to the study survey. Receiving a scholarship to attend private school improved scores on standardized mathematics and reading tests. Nearly twice as many choice parents gave their child's school an "A" (53%) as public school parents (26%). Choice parents were also nearly twice as likely to report being "very satisfied." Overall, evidence from the CSF suggests that

Enrollment Trends; *Family Income; Higher Education; *Parent Financial Contribution; Paying for College

This paper examines changes in the distribution of family income over 30 years, estimating the effect of parental resources on college education, and noting the fact that families at the bottom of the income distribution were much poorer in the 1990s than the 1970s, while the opposite was true for families in the top quartile. Data came from three longitudinal surveys of high school graduates during the 1970s-90s. Each survey examined parent educational background and family income during the senior year of high school. Follow-up information was collected 2 years after respondents' senior year of high school. This provided information on college attendance. There was little increase in the percentage of students attending four-year colleges between 1972-82. Between 1982-92, there was a substantial increase, though it was concentrated among children in the upper two quartiles. Family incomes only rose for families in the top quartile during the study period. They stagnated for the middle two quartiles and fell slightly for the lowest quartile. Income substantially affected enrollment. There was a much weaker contrast across quartiles when examining the percentage ever attending any college (versus those attending a four-year college). (Contains 23 references.) (SM)

ED 447 244 UD 033 869

Hauser, Robert M.; Pager, Devah I.; Simmons, Solon J.
Race-Ethnicity, Social Background, and Grade Retention. CDE Working Paper.
SPONS. AGENCY- Wisconsin Univ., Madison. Graduate School.
PUB DATE- 00
NOTE- 97p.; Paper presented at the Annual Meeting of the American Sociological Association (Washington, DC, August 2000). Also supported by the William Vilas Estate Trust.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Black Students; Educational Policy; Elementary Secondary Education; Enrollment Trends; *Grade Repetition; Hispanic American Students; *Racial Differences; Social Promotion; *Socioeconomic Status
IDENTIFIERS- African Americans

This paper reviews the policy context of school retention and shows that age-grade retardation has been common and growing in American schools from the 1970s-90s. The paper focuses on the period from 1972-98 and on grade retardation at ages 6, 9, 12, 15, and 17 years. By age 9 years, the odds of grade-retardation among African American and Hispanic youth are 50 percent larger than they are among white youth, but these differentials are almost entirely explained by social and economic deprivation among minority youth, along with unfavorable geographic location. Because rates of age-grade retardation have increased at the same time that social background conditions have become more favorable to rapid progress through school, the observed trend toward more age-grade retardation substantially understates growth in the practice of holding students back in school. While there is presently little evidence of direct racial-ethnic discrimination in progress through the elementary and secondary grades, the recent movement toward high stakes testing for promotion could magnify racial-ethic differentials in retention. (Contains 45 references.) (SM) relevant content can be specifically personalized, and subsequent response and progress can be monitored, supported, and assessed. Technologically, researchers are making rapid progress realizing the personalized learning dream with object architecture and adaptive technology. The missing link is a truly personal, whole-person understanding of how individuals learn (more than just how they process and build knowledge). Primarily cognitive solutions are often no longer capable of meeting sophisticated online learning needs in the Information Age. This paper provides design guidelines for learning environments from an alternative whole-person perspective. Offering a unique perspective about learning in the 21st century, this paper introduces learner-difference profiles describing sources for individual learning differences, specific reasons why some learners are more successful than others, strategies for helping learners improve Web learning ability, and design guidelines that tap into the dominant influence of emotions, intentions, and social factors on learning. These insights offer simple ways to enhance and evaluate contemporary Web instructional designs so that they instill the right habits for continuous learning and performance improvement. (Author/AEF)

ED 446 746   IR 020 375

CNN Newsroom Classroom Guides, September 2000.
PUB DATE- 00
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of September 2000, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: FBI arrests a suspect in the Emulex hoax case (September 1); U.S. presidential candidates prepare for the presidential debates, the U.N. Millennium Summit begins, deaths in West Timor cast a shadow over the U.N. Millennium Summit, and the U.N. seeks ways to improve its peacekeeping missions (September 5-8); OPEC will increase its oil production in an effort to ease high prices, the FTC accuses Hollywood of marketing violence to children, Bridgestone/Firestone Inc. and Ford Motor Company blame each other during congressional hearings, the U.S. is experiencing the largest sustained wave of immigration in its history, and as British protesters bring their nationwide blockade to a halt, they accelerate throughout the rest of Europe (September 11-15); financing higher education is an important issue for U.S. presidential candidates, U.S. consumers are concerned about soaring oil prices and the British government is working to avert further disruption of oil supplies, viruses and bacteria can be easily transmitted, White House officials worry about the stability of oil prices, and Republicans blame the Clinton-Gore Administration for the lack of a national energy policy (September 18-22); do presidential debates matter to voters; the AFL-CIO flexes its political muscle, European reaction to Yugoslavia's elections has been swift, U.S. Hopes college technical writing course. The first section discusses overall site architecture, including working with the right equipment, making the leap to an online delivery method gradually, breaking the curriculum into short instructional units, making each instructional unit task-oriented and assigning a definite outcome, contemplating the "rhythm" of online work for instructor and students, building a firm but simple structure of mini-deadlines into the course, employing alternative delivery methods for Web-unfriendly media, keeping it simple, learning enough HTML to build and manipulate basic pages with graphics, loading pages directly onto the site, and taking an online course. Site efficiency is covered in the second section, including establishing and repeating visual/informational patterns. The third section addresses serving student needs, including telling students what to expect. Building community and fostering enthusiasm/participation are considered in the fourth section, including sending class-wide e-mails weekly and requiring some sort of weekly posting or contact with the site. The final section discusses encouraging reliance on the course site by making the site a "one-stop shop." (MES)

ED 446 767   IR 057 790

Annual Report, 1998-1999: Serving Kentucky's Need To Know.
PUB DATE- 00
NOTE- 17p.; Printed with Library Services and Technology Act Funds and State funds.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Archives; Cooperative Programs; *Library Planning; *Library Services; *State Libraries; Strategic Planning; User Needs (Information)
IDENTIFIERS- *Kentucky

This 1998-99 annual report for the Kentucky Department for Libraries and Archives begins with messages from the state Cabinet Secretary of Education, Arts and Humanities and the State Librarian and Commissioner. The department's mission statement, vision statement, and core values/guiding principles are then presented. Objectives and focus group results for the following goals are summarized: (1) to provide effective services that meet the needs of library and public records customers; (2) to build effective and productive partnerships with other organizations and public agencies for enhanced management of and access to information and services; (3) to improve employee job satisfaction and agency operations. The final section highlights activities for 1998-99 and provides a budget summary for the fiscal year ended June 30, 1999. (MES)

ED 446 768   IR 057 889

Durrani, Shiraz
Struggle against Racial Exclusion in Public Libraries: A Fight for the Rights of the People. Public Library Policy and Social Exclusion Working Paper No. 13.
PUB DATE- 00
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Foreign Countries; *Library Services;

Team and five items and an overall rating on the college's Board of Trustees. This marks the first time the board has been included on the survey. Overall, the item, "shows confidence in campus personnel" received the highest importance rating for the President's team, and its performance rating was also the highest. For the Board of Trustees, "makes appropriate decisions affecting college resources" was the most important item, while "is a visible presence on campus and in the community" was the highest rated in performance. Again this year, the most important element in the college's employees' job satisfaction was "having the resources available to carry out the job." In terms of actual satisfaction, the highest rated item was "personal safety on campus," followed by "resources available to carry out the job," "opportunities for job-related training," and "job security." Three items related to pay and promotion were the lowest rated. (VWC)

ED 446 789 JC 000 727

Commission on the Future of Howard Community College, Progress Report 2000.
PUB DATE- 00
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; Community Colleges; *Educational Planning; Educational Technology; *Labor Force Development; *Partnerships in Education; School Business Relationship; Two Year Colleges
IDENTIFIERS- *Howard Community College MD

Presents the Commission on the Future of Howard Community College's (HCC) (Maryland) progress report 2000. Section 1, "Creating a World Class Learning Organization," presents strategic process and tactical action recommendations. Section 2, "Collaboration with Other Educational Organizations," discusses curricular and programmatic development, professional development of faculty and staff, student assessment and achievement, and shared resources. Section 3, "Collaboration with Business and Industry," looks at strategic process priorities, such as establishing a strategy to create and maximize partnership opportunities, becoming more proactive than reactive in responding to the needs of the community, establishing HCC as a major resource within the county, providing a variety of business and professional exchanges and opportunities, and building relationships and partnerships. Section 4, "Economics and Workforce Development," outlines strategic process, tactical recommendations, and discusses other issues and ideas, which include HCC's need to expand its use of e-commerce tools. Section 5, "Preparing Students as Global Citizens," discusses participating with community groups in developing global competencies, and implementing technology and global initiatives. Section 6, "Technology and Education," describes HCC's technology platform, supporting the college's current practices in the IT area and urging that they be continued; delivery of distance learning; and minimum of technical competencies required of HCC graduates. Section 7, "Communicating with Current and New Markets," makes recommendations for marketing, recruiting, positioning, and promotion. (VWC)

ED 446 790 JC 000 729

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Intervention; Foreign Countries; Longitudinal Studies; *Preschool Children; *Preschool Education; Program Descriptions; Program Effectiveness; *Program Evaluation
IDENTIFIERS- England; Program Characteristics

This document is comprised of six technical reports detailing the methods and findings of the first major study in the United Kingdom to focus on the effectiveness of early years education. The Effective Provision of Pre-School Education Project (EPPE) studies the progress and development of 3,000 children in various types of preschool and recreation classes for 5 years. The research involves 140 local authority, voluntary, and private preschool centers in a range of localities. The technical reports are as follows: (1) "An Introduction to the EPPE Project," describing the research design; (2) "Characteristics of the EPPE Project Sample at Entry to the Study," presenting findings of detailed multilevel analysis on entry assessments, measures of social and behavioral development, and parent interview data; (3) "Contextualising EPPE: Interviews with Local Authority Co-Ordinators and Centre Managers," examining the impact of government initiatives on early childhood care and education in the full range of preschool centers; (4) "Parent, Family and Child Characteristics in Relation to Type of Pre-School and Socio-Economic Differences" considering how the variation in sample characteristics is related to different types of preschool centers and to socioeconomic status; (5) "Characteristics of the Centres in the EPPE Sample: Observational Profiles," using the Early Child Rating Scale to assess preschool providers in the sample; and (6) "Characteristics of Pre-School Environments," a short version of the sixth report. An "Overview of the Project" is appended. (KB)

ED 446 810   PS 028 397

Coltoff, Philip; Kaplan, Marsha; Moses, C. Warren; Stack, Kathleen
Building a Community School. Revised Edition.
PUB DATE- 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Finance; Educational Philosophy; Elementary Education; *Integrated Services; Interprofessional Relationship; Needs Assessment; *Partnerships in Education; Program Descriptions; Program Development; *School Community Relationship
IDENTIFIERS- Childrens Aid Society of New York City; New York City Board of Education; *School Based Services

This manual provides a detailed outline of the innovative school-community collaboration between the New York City Public Schools and the Children's Aid Society of New York City to meet the pressing needs of children and families in the Washington Heights neighborhood. The manual describes the steps taken to develop the program of social services and high educational goals and standards, some of the obstacles encountered, and the philosophy guiding the program development. The chapters are: (1) "What Is a Community School?"; (2) "Community School Philosophy and Key Ingredients"; (3) "Washington Heights: A Look at What Is Possible"; (4) "Building the Team"; (5) "Overcoming Turf Issues"; (6) "Assessing Community Needs"; (7) "Planning Your Community School"; (8) "Paying for Your

The Partnership for Family Involvement in Education is a grassroots initiative to increase opportunities for families to be more involved with their children's learning at school and at home, to strengthen schools, and to improve student achievement levels. This CD-ROM from the Partnership contains materials and resources on family involvement in education. The materials include overheads in Microsoft PowerPoint 7.0 and HTML publications and resources with examples of effective practices. Four areas or "sectors" in the Partnership are covered. The first sector, Family School Organizations, includes "A Compact for Learning: An Action Handbook for Family-School-Community Partnerships"; questions parents ask about schools; and safe and smart after-school programs. The second sector, Employers for Learning, includes "Getting Ready for College Early: A Handbook for Parents of Students in the Middle and Junior High School Years"; a business guide to support employee and family involvement in education; and a business guide for implementing strategic education partnerships. The third sector, Faith Communities, includes materials on how faith communities support children's learning in public schools; "Public Schools and Religious Communities: A First Amendment Guide"; and teachers' and parents' guides to religion in the public schools. The fourth sector, Community Organizations, includes "Bringing Education to After-School Programs"; and a parent's guide to the Internet. All four sectors include materials on fathers' involvement in their children's schools, a guide for establishing mentoring programs to prepare youth for college, and a guide for family visits to museums. (HTH)

ED 446 831   PS 028 952

Fathers' Involvement in Children's Learning: Tool Kit. CD-ROM .
PUB DATE- 00
NOTE- 0p.; Also: Fathers Matter! Involving Fathers in Children's Education.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- establishing mentoring programs
DESCRIPTORS- Academic Achievement; *Children; *Fathers; Hispanic Americans; Optical Data Disks; Optical Disks; *Parent Participation; Parent Role; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; *Parents; Parents as Teachers; Resources; Student Improvement
IDENTIFIERS- Latinos; Project Head Start

The Partnership for Family Involvement in Education is a grassroots initiative to increase opportunities for families to participate in their children's learning at school and at home, to strengthen schools, and to improve student achievement levels. This compact disk from the Partnership contains materials and resources on fathers' involvement in children's learning. Included on the disk are overheads in Microsoft PowerPoint 7.0, a QuickTime videoclip from a teleconference hosted by U.S. Secretary of Education Richard W. Riley and U.S. Secretary of Health and Human Services Donna E. Shalala, and HTML publications and resources with examples of effective practices. Tools for involving fathers include a discussion guide for viewing the broadcast "Fathers Matter! Involving Fathers in Children's Learning"; a report on involving non-resident fathers in children's learning; and innovative Head Start approaches to father involvement. Materials for working with Hispanic/Latino fathers include the Web site home page of the National Latino Fatherhood and Family Institute, and an ERIC Digest on Hispanic parent involvement in early childhood

In recent years, several states have offered financial incentives to encourage child care centers and homes to become accredited by a reputable national organization to improve child care quality. This report examines whether it is good policy to offer higher reimbursement rates to accredited child care facilities and assesses the relative merits of alternative public policies that seek to improve U.S. child care. The report presents findings from an NAEYC study assessing the effects of differential reimbursement on center accreditation application rates. The study found that in a few small states, differential reimbursement boosted application rates modestly, with more substantial increases in three larger states. States with differential reimbursement policies differ in how much more they are willing to pay for accreditation, with a range of 5 to 20 percent more. The average reimbursement rate difference in states with a positive impact of differential reimbursement was 15.8 percent. The report suggests that states allow more than one accrediting organization to participate in the differential reimbursement process and describes situations in which differential reimbursement is not likely to improve quality. Other creative procedures to improve quality are also noted, including different types of monetary incentives for accreditation, technical assistance to guide staff through the accreditation process, or requirements for accreditation. The report concludes by asserting that differential reimbursement should be considered as only one method to improve child care quality and that accreditation information should be shared with parents. The report's appendix delineates the current reimbursement rates for the 18 states with accreditation-related differential reimbursements. (Contains 16 references.) (KB)

ED 446 852   PS 028 975

Smale, Jim, Ed.
Early Childhood Matters: The Bulletin of the Bernard van Leer Foundation, 2000.
PUB DATE- 00
NOTE- 266p.; For 1999 issues, see ED 435 477.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Development; Child Role; Childhood Attitudes; Culturally Relevant Education; Developed Nations; *Early Childhood Education; Educational Quality; Foreign Countries; Newsletters; Parent Participation; Personal Narratives; Program Descriptions; Program Effectiveness; Program Evaluation; Young Children
IDENTIFIERS- Bangladesh; Canada; Iceland; Kenya; Nepal; Netherlands; Nicaragua; Philosophy for Children (Lipman); Stakeholders; Venezuela

This document consists of the three 2000 issues of The Bernard van Leer Foundation's "Early Childhood Matters." This periodical, addressed to practitioners in the field of early childhood education, evolved from an in-house publication directed to projects funded by the Bernard van Leer Foundation. Articles in the February 2000 edition include: (1) "Laying the Foundation" (Caroline Arnold); (2) "Ready to Talk: Explorations in Nicaragua and Venezuela (Jim Smale); (3) "The Voices of Children" (Carmen Vasquez de Velasco); and (4) "Philosophy for Children in Action: Iceland" (Ingibjorg Sigurthorsdottir). The June 2000 issue focuses on parents and early childhood development programs. The articles include: (1) "Parent Participation: What's It About?" (Judith L. Evans); (2) "The include instructional materials for conflict resolution and peer mediation. Contains 18 references.) (Author/HTH)

ED 446 871 PS 029 016

Grossi, Karyn; Habich, Jessica; Hackett, Megan; Petersen, Allison
Leaping into Social Skill Success.
PUB DATE- 00
NOTE- 41p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Attitude Change; *Behavior Change; *Behavior Problems; Change Strategies; Cooperation; *Elementary School Students; *Interpersonal Competence; Intervention; Primary Education; Program Effectiveness; Student Adjustment; Student Attitudes; Student Improvement

Many children today are entering classrooms without the ability to interact effectively with others; this is often the result of inexperience with social settings. Without proper guidance, these children may become aggressive and disruptive, and are at risk for low self- esteem, poor mental health, dropping out of school, low achievement, poor employment history, and many other difficulties. This action research project implemented and evaluated a program to teach social skills to improve the capacity of primary age students to cooperatively work, learn, and play both inside and outside a school setting. Participants were students in two kindergarten classrooms, one second grade class and one third grade class. The 12-week intervention consisted of teaching and reinforcing 4 targeted social skills--forming groups quietly, listening to the speaker, using low voices, and thinking for oneself. Researchers introduced each lesson by modeling the pro- social behavior followed by an interactive activity in which students practiced the skill. During the final 6 weeks, researchers observed, and reviewed the desired social skills as necessary. Findings of the post-observation checklist indicated an improvement in all four social skill areas. The most considerable difference was observed in students' ability to form groups quietly. It was anticipated that as a result of these interventions, students would gain a sense of belonging and self-worth. (Eight appendices include teacher survey form and findings, observation checklists, and outlines of the four social skills lessons.) (HTH)

ED 446 872 PS 029 017

Cunningham, Judy; Krull, Carol; Land, Nora; Russell, Sylvia
Motivating Students To Be Self-Reflective Learners through Goal-Setting and Self-Evaluation.
PUB DATE- 00
NOTE- 50p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Action Research; Attitude Change; Change Strategies; Elementary Education; *Elementary School Students; *Learning Strategies; Metacognition; *Program Effectiveness; Self Efficacy; Self Evaluation (Individuals); Student Attitudes; Student Educational Objectives; Student Evaluation; Student

reflecting this loss of social capital, resulting alienation and division among student groups, and the absence of caring relationships between teachers and students. An epilogue suggests what additive schooling might look like. An appendix details the research methodology. (Contains approximately 180 references, notes, and an index.) (SV)

ED 446 890 RC 022 678

McKissack, Elena Aragon de
Chicano Educational Achievement: Comparing Escuela Tlatelolco, a Chicanocentric School, and a Public High School. Latino Communities: Emerging Voices--Political, Social, Cultural, and Legal Issues--A Garland Series.
PUB DATE- 99
NOTE- 132p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Aspiration; Cultural Education; Equal Education; *Ethnicity; Graduate Surveys; High Risk Students; High School Students; *High Schools; *Hispanic American Students; *Mexican American Education; Mexican Americans; *Outcomes of Education; Private Schools; Racial Discrimination; School Culture; *Self Concept; Student School Relationship
IDENTIFIERS- Chicano Movement; *Chicanos; Colorado (Denver)

Building on the theorem that a positive self-identity is fundamental to completion of an education, a study was conducted to learn how schools with differing backgrounds affected the ethnic identity of students. Two schools in Denver (Colorado) were selected for this case study. "Broderick High School" is a large public school whose enrollment was mostly Anglo until the mid-1960s, when a large number of Chicanos began attending. Escuela Tlatelolco, is a small, private, Chicanocentric high school founded in 1970 to serve Chicano students. Interviews with 20 Chicano graduates of the two schools as well as interviews and observations of school staff and students examined the methods each school used to transmit a sense of ethnic identity and pride, encourage academic achievement, and counsel Chicano students concerning pursuit of higher education and employment. Six themes emerged: low academic expectations from teachers and counselors were often overcome through intervention by a member of the Hispanic community; minority students internalized the negative views of others toward them; Chicanos faced discrimination and racism at school, college, and work; all but one participant expressed the importance of their ethnic identity; the concept of returning something to the Hispanic community was strong among those who participated in the Chicano movement in the late 1960s; and Chicano college organizations helped many participants cope with college. Nine recommendations are given for successfully educating children from different cultures. (Contains 141 references and author and subject indexes.) (TD)

ED 446 891 RC 022 699

Haig-Brown, Celia, Ed.; Hodgson-Smith, Kathy L., Ed.; Regnier, Robert, Ed.; Archibald, Jo-ann, Ed.
Making the Spirit Dance Within: Joe Duquette High School and an Aboriginal Community. Our Schools/Our Selves Monograph Series, No. 23.
PUB DATE- 97
NOTE- 189p.

approach to teaching science, both take every opportunity to provide their students with what they perceive students need in order to be successful. The teaching of one teacher exemplifies the use of subject matter rich content in making science interesting and relevant to the girls. The second teacher in this study provides an illustration of a highly personal teaching style that is effective in establishing the kind of teacher-student relationships that appear to help these girls think of themselves as girls who are good at science. (Contains 27 references.) (Author/YDS)

ED 446 913 SE 063 864

Rivas, Michael G.
Student-Student Negotiation: Characteristics of Constructing Understanding. Second Year Project.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Foreign Countries; Group Dynamics; Higher Education; Interpersonal Communication; *Nonmajors; *Science Education
IDENTIFIERS- *Argentina

The purpose of this study was to examine student-student negotiation of understanding. The goal was to see how students negotiate, what norms affect students during negotiation, and what characteristics influence student negotiation. The study's participants were non-science majors engaged in cooperative learning groups during a 10 week summer session in Argentina. The course was a general education science course taken by students from a local university in its international program. The students were placed randomly in groups of four and videotaped as they attempted to reach a group understanding for a discrepant event. In addition to the videotaping, classroom artifacts were examined using an ethnographic approach. The preliminary results indicate that, as students negotiate with each other, prior experience plays a vital role in the construction of knowledge. Also, as students negotiate for understanding, they are affected by the status given certain members of the group by the group. (Contains 28 references.) (Author/YDS)

ED 446 914 SE 063 875

Seixas, J. M.; Maidantchik, C.; Caloba, L. P.
The SENNAPE Project: An University-Industry Joint Program in Information Technology.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the International Conference on Engineering and Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Development; *Cooperation; Electricity; Engineering Education; Foreign Countries; Higher Education; Industry; Interdisciplinary Approach; *Physics; World Wide Web

PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Washington, DC, February 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Course Descriptions; Elementary Education; Evaluation; Higher Education; Mathematics Instruction; *Preservice Teacher Education; *Problem Solving; Units of Study

Many Australian university students who are preparing to teach elementary mathematics lack confidence in their own knowledge, understanding and use of mathematics. Such a lack of confidence appears soundly-based. In this paper, a compulsory mathematics course for elementary teachers in training is described, the aims of which are to build the confidence and competence of such students. An argument is presented for the course being built around cooperative problem solving, and experiences of teaching the course in such a way for the past three years are given. Information is given on course content, pedagogy and assessment. (Author)

ED 446 938 SE 063 987

Demana, Franklin
Using Technology To Prepare All Students for Success in Algebra.
PUB DATE- 00
NOTE- 9p.; Paper presented at the T3 World-Wide Conference (Tokyo, Japan, August 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Educational Technology; *Equations (Mathematics); *Graphing Calculators; Mathematics Activities; Mathematics Instruction; Middle School Students; Middle Schools

This paper discusses uses of TI-73 graphing calculators for middle school mathematics students. It indicates that with the appropriate use of the TI-73, students can develop understanding about variables and basic concepts of algebra, and explore mathematical topics. Background on middle school students' difficulties with those subjects is provided along with examples of teaching some middle school mathematics concepts with the TI-73 such as order of operations, solving equations, and variables. (ASK)

ED 446 939 SE 063 993

Shama, Gilli; Layman, John
The Role of Representations in Learning an Interdisciplinary Mathematics and Physics University Course.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Research Conference in Collegiate Mathematics Education (Mt. Pleasant, MI, September 4-7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

constraints on customer-driven problems. (Author)

ED 446 962   SE 064 184

Ciganek, Jindoich; Osner, Zdenik
How To Modernize Teaching at the Technical Universities?
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Instruction; *Educational Technology; Foreign Countries; Higher Education; Teaching Methods; *Visual Perception
IDENTIFIERS- Czech Republic

Students coming at present to technical universities are accustomed to television and the visual perception is their prime source of information. This is why our civilization is being often labeled as the "civilization of picture". The contemporary psycho-physiological researches, along with the Dale's cone of human perception, also confirm an incomparably higher level of effectiveness with the visual perception. The actual way of university teaching, however, hardly reflects these facts. This is why it often becomes boring, unattractive and ineffective, as far as the students are concerned. On the other hand, one should not overestimate the enhanced of the visual perception in the teaching process, because it also carries bottlenecks and limitation. Its overdosing could even bring negative effects. The author, after having been for 15 years a manager at the audio-visual university center, will present his life-long experience in application of the audio-visual forms of teaching at the technical universities, with all the prospects and limitations, pluses and minuses thereof. He will also deal with the economical side of the problem and with the programmed teaching. He outlines the principles of a rational and effective use of the didactic techniques in the university teaching process. (Author)

ED 446 963   SE 064 185

Brandi, Sergio Duarte; Masseto, Marcos
Innovations To Improve Teaching Quality at Escola Politecnica of USP: Experience at Metallurgical and Materials Engineering Department.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Engineering Education; Foreign Countries; Higher Education; *Learning Activities; *Teaching Methods
IDENTIFIERS- Brazil; *Didactic Teaching

The experience described in this work was conducted in a discipline at Escola Politecnica in University of Sao Paulo. This discipline has a multidisciplinary character and almost components of a high-quality mathematics program, 15 "program delivery standards" to focus planning, and ready-to-use materials to engage teachers and parents in discussion about how and why to make improvements. This book advocates that mathematics classrooms meet continued cries for higher expectations. (Contains 15 references.) (ASK)

ED 446 987 SE 064 246

Yoder, Arnita J.
The Relationship between Graphing Calculator Use and Teachers' Beliefs about Learning Algebra.
PUB DATE- 00
NOTE- 47p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Elementary Secondary Education; *Graphing Calculators; Mathematics Education; Questionnaires; *Teacher Attitudes

The purpose of this study was to determine teachers' views of learning algebra and to investigate if any relationship exists between their views of learning algebra and the ways that they use graphing calculators in their algebra classes. The 48 algebra teachers who participated in the study were from Allen, Putnam, and Van Wert counties in northwest Ohio. The participants completed a survey which included both background questions and four-point Likert-scale statements concerning graphing calculator use and views of learning algebra. When calculator use was examined in regard to the teachers' views of learning algebra and also to the teachers' background characteristics, workshop attendance was found to be an important factor in determining how the teachers use calculators. The results also showed that a majority of the algebra teachers who use calculators in these three counties are currently using the Texas Instruments TI-83/TI-83 Plus calculator and that they are using them at least several times per week for in-class activities, homework, quizzes, and tests. The teachers' views of learning algebra were not found to be a significant factor in calculator use. (Contains 49 references.) (Author)

ED 446 988 SE 064 247

Miller, Barbara; Moon, Jean; Elko, Susan
Teacher Leadership in Mathematics and Science: Casebook and Facilitator's Guide.
PUB DATE- 00
NOTE- 152p.; Produced with Deborah Bryant Spencer. Foreword by Susan Loucks-Horsley.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Instructional Leadership; Mathematics Education; Professional Development; Science Education; *Teacher Role

Committed to improving instructional programs, more and more teachers are playing an active role in mathematics and science and a subject index. (BT)

ED 447 011   SO 032 160

Dybola, Ellen; Andino, Ann; Arnold, Harriet; Asvos, Maria; Robles, Ivette
Teacher's Workshop, 1999: Islam in South Asia and the United States. Lesson Plans.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Islam; *Islamic Culture; Language Arts; Muslims; Preschool Education; *Religion Studies; Social Studies; Special Needs Students; Student Educational Objectives
IDENTIFIERS- *Asia (South); Multicultural Literature

This booklet consists of four lesson plans to be used with students in preschool through grade 9. The first lesson, for preschool children with special needs, is titled "Introduction to Islamic Customs and Practices." It introduces new vocabulary and concepts while focusing on Islamic customs and practices. The second lesson, "Islam Lesson Plan" (focused on language arts), is for third grade students. It is designed for a group of students receiving tutorial help for a 45-minute reading period and entails work in cooperative groups. The third lesson is titled "Using the Novel Shabanu, Daughter of the Wind as a Window into Islamic Religion and Culture in Pakistan" and is for grades 6-8. It suggests using the juvenile fiction book, "Shabanu, Daughter of the Wind," both for its literary merits and as a window into religious beliefs. The fourth lesson, "Islam (Social Studies)," is intended for grades 6-9 and introduces students to the fundamental beliefs, rituals, and ceremonies in Islam. Each of the four lesson plans contains an introduction, goals and objectives, resources required, step-by-step suggestions for each day's activities, and references. (BT)

ED 447 012   SO 032 187

Glandon, Shan
Caldecott Connections to Social Studies.
PUB DATE- 00
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Childrens Literature; Curriculum Enrichment; Elementary Education; *Illustrations; Interdisciplinary Approach; Multiple Intelligences; *Picture Books; *Social Studies
IDENTIFIERS- *Caldecott Award; Caldecott (Randolph); Gardner (Howard); Trade Books

The Caldecott Medal is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the U.S. artist of the most distinguished picture book for children. This activity book is based on the idea that connections with art teachers are a natural result of a focus on Caldecott Award literature, and it offers opportunities for students to try different illustrating techniques as they explore line, color, tone, and balance in

(Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Court Litigation; *Educational Legislation; Elementary Secondary Education; Government School Relationship; *Law Related Education; Public Schools; *School Law; Social Studies; *Student Rights; Teacher Rights
IDENTIFIERS- Bill of Rights; *Supreme Court; *United States Constitution

This casebook intends to show young people that their rights, their way of life, and indeed sometimes their very life, can depend on one remarkable document, the Constitution of the United States. The casebook is about the United States Constitution and how the Supreme Court and lower courts have interpreted it to govern the lives of U.S. public school students. It is organized into ten chapters: (1) "The Constitution and the Courts of the United States"; (2) "The Heart and Soul of the Constitution: The First Amendment and Freedom of Expression"; (3) "All the News the School Sees Fit to Print: Freedom of the Student Press"; (4) "Should Public Schools Get Religion? Striking the Right Church-State Balance on Campus"; (5) "The Fourth Amendment: Searches of Students and Their Belongings"; (6) "Discipline and Punishment: Due Process and the Eighth Amendment"; (7) "Equal Protection and the Constitutional Struggle for Integrated Schools"; (8) "Harassment in the Halls: Sexual Harassment on Campus'; (9) "Privacy, Sexuality, and the Fourteenth Amendment"; and (10) "Supreme Court Confirmation Exercise: You Be the Judge. Contains" a copy of the United States Constitution and a glossary. (BT)

ED 447 034 SO 032 262

Kalinowski, Roger; Lindekugel-Willis, Paula; Nilsen, Cheryl; Opp, Dean; Rauschenberger, Paula
Drama Performance Standards at Grades 4, 8 and 12 for North Dakota Drama Standards and Benchmarks.
PUB DATE- 00
NOTE- 39p.; For a companion document, "North Dakota Drama Content Standards," see SO 032 263.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Acting; Audience Participation; *Benchmarking; Cultural Context; *Drama; Elementary Secondary Education; Performance Based Assessment; Production Techniques; Public Schools; *State Standards; *Student Development; Student Educational Objectives
IDENTIFIERS- *North Dakota

This document outlines the performance standards for drama in North Dakota public schools, grades K-12. Four levels of performance are provided for each benchmark by North Dakota educators for K-4, 5-8, and 9-12 grade levels. Level 4 describes advanced proficiency; Level 3, proficiency; Level 2, partial proficiency; and Level 1, novice. The document first defines content standards, benchmarks, performance activity, performance standards, and rubrics. Each grade level is measured by the following standards: (1) Dramatic Literature; (2) Acting; (3) Production; (4) Cultural Context of Drama; (5) Consumer of Theatre; (6) Drama and Human Development; and (7) Drama and Other Disciplines. The document then outlines (in separate sections) performance standards in detail for grades K-4, 5-8, and 9-12. Includes a glossary of theater terms. (BT)

DESCRIPTORS- Area Studies; Cross Cultural Studies; *Environment;
  Foreign Countries; *Immigration; *International Relations;
  Secondary Education; Social Studies; *United States History
IDENTIFIERS- Borderlands; *Mexican History; Mexico; *North
  American Free Trade Agreement

The lessons in this 3-part series are intended to provide students with a basic understanding of the relationship between the United States and Mexico, with emphasis on multiple perspectives, conflict and cooperation, and interdependence. This curriculum unit, Part 2, examines three contemporary issues: immigration, the North American Free Trade Agreement (NAFTA), and the environment. The introduction presents a rationale, state and national history standards, series goals, matrix of lessons, materials needed, time and suggested sequence of activities, and small-group roles. The unit contains four lessons: (1) "Setting the Context for U.S.-Mexico Relations" (contains a questionnaire, 2 handouts, and 4 maps); (2) "Studying Contemporary Immigration through Small Group Work" (contains a handout, 4 activity cards, 13 resource cards, and group assignments); (3) "What Is NAFTA?: A Look at International Trade and Economics" (contains 2 teacher information cards, a transparency, 2 handouts, 2 activity cards, and a glossary); and (4) "NAFTA and the Environment: The Debate Continues" (contains a handout, a reference sheet for the teacher, web diagram pieces, a transparency, 2 resource sheets, and a student worksheet). (BT)

ED 447 056 SO 032 296

Toland, Kathie
U.S.-Mexico Economic Interdependence: Perspectives from Both
  Sides of the Border, Part 3.
SPONS. AGENCY- Hewlett Foundation, Inc., Garden City, NY.;
  Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 64p.; For Parts 1 and 2, see SO 032 294-295.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; *Economic Factors; *Economic
  Impact; Economic Opportunities; Foreign Countries;
  *International Relations; International Trade; Secondary
  Education; *United States History
IDENTIFIERS- Borderlands; *Mexican History; Mexico; National
  History Standards

The lessons in this 3-part series are intended to provide students with a basic understanding of the relationship between the United States and Mexico, with emphasis on multiple perspectives, conflict and cooperation, and interdependence. This curriculum unit, Part 3, examines the economic interdependence of the United States and Mexico to learn how events and changes in Mexico affect and continue to impact the economy, society, and politics of the United States. The introduction presents a rationale, state and national history standards, series goals, matrix of lessons, materials needed, time and suggested sequence of activities, and small-group roles. This unit contains four lessons: (1) "Setting the Context for U.S.-Mexico Relations" (contains handouts and maps); (2) "Categories of Trade: The U.S.-Mexico Case" (contains a fact sheet); (3) "Interdependence and Devaluation: A Case Study" (contains handouts and teacher material); and (4) "Twin Cities Working Together: A Case Study" (contains 7 position papers, teacher material, and a transparency). (BT)

Predictor Variables; *Principals; Success

This study investigated the situations of at-risk students considered for becoming principals, examining whether it was worth the risk of admitting them into principal preparation programs. Students had undergraduate grade point averages (UGPAs) of at least 2.85 over the last 2 years of the undergraduate program. If they did not meet GPA standards, they could be admitted on probation. Students had to take the Graduate Record Examination (GRE) and have acceptable letters of recommendation in order to be admitted to the Masters Degree program. Researchers classified students into categories by UGPA and examined their records to determine who completed the program and who did not. When students completed the probationary program with at least a B average, took the GRE, and completed the Masters Degree, their academic records were examined to discern predictors of graduate school success. Of the 42 students for whom data were complete, 28 completed the degree and 14 did not. The most significant predictor of graduate student success was the variable in which the UGPA was multiplied by the scaled GRE verbal score. This predictive model was significant for both probationary and nonprobationary students. The undergraduate major emerged as a predictor of success. (Contains 43 references.) (SM)

ED 447 076 SP 039 546

Malone, Bobby G.; Sharp, William; Thompson, Jay C., Jr.
The Indiana Principalship: Perceptions of Principals, Aspiring Principals, and Superintendents.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Administrator Education; *Administrator Qualifications; Elementary Secondary Education; Job Satisfaction; Personality Traits; *Principals; Superintendents
IDENTIFIERS- Indiana

Principals, aspiring principals, and superintendents completed surveys investigating the state of the principalship in Indiana. Respondents rank-ordered selected skills and personal traits necessary to succeed as school principals. Perceived barriers for principal candidates were compared by group. A total of 581 principals, 55 aspiring principals, and 221 superintendents participated. Principals and aspiring principals considered honesty and leadership very important personality traits. They also believed that communication skills and instructional improvement were the most important factors in training principals, and they considered job stress, too much time required, and insufficient compensation the most important barriers. Superintendents and principals differed in how they rated the impact of barriers. Superintendents believed that the number one barrier to someone entering the principalship was too few experienced teachers interested in becoming assistant principals or principals. Job satisfaction among principals was high. A majority of principals did not plan to remain in the principalship beyond 10 years, though almost half intended to remain in their current positions until retirement. Average experience plus age indicated that a high percentage of principals were eligible for retirement. Three-offering: brain facts; information on how the brain processes information; tips on maximizing retention; an information processing model that reflects new terminology regarding the memory systems; new research on how the brain learns motor skills; implications of the arts in learning; and an expanded list of primary sources for reviewing core research. After an introduction, there are eight chapters: (1) "Basic Brain Facts and Brain Development"; (2) "How the Brain Processes Information"; (3) "Memory, Retention, and Learning"; (4) "The Power of Transfer"; (5) "Brain Specialization and Learning"; (6) "The Brain and the Arts"; (7) "Thinking Skills and Learning"; and (8) "Putting it All Together: Planning for Today and Tomorrow." Each chapter includes a Practitioner's Corner, with activities that check for understanding of major concepts and research within the chapter or interpretations of how the research might translate into effective classroom strategies to improve teaching and learning. At the end of each chapter, a page called "Key Points to Ponder" offers an organizing tool for remembering important strategies, ideas, and resources. Notes which contain additional information, references, and resources are included. (SM)

ED 447 095   SP 039 571

Koenig, Larry
Smart Discipline for the Classroom: Respect and Cooperation Restored. Third Edition.
PUB DATE- 00
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attention Deficit Disorders; Behavior Problems; *Classroom Techniques; *Discipline Problems; Elementary Secondary Education; Feedback; Hyperactivity; Parent Participation; Parent Teacher Conferences; *Student Behavior; Teacher Expectations of Students; *Teacher Student Relationship

This book helps teachers develop personal plans of action to handle classroom discipline, offering progressive Plan A and Plan B strategies. Plan A strategies take seconds to implement. Plan B strategies take more time but are designed to turn around specific attitudes and behaviors. After an introduction, there are 9 chapters: (1) "Misbehaviors and Their Causes"; (2) "Usual Discipline Methods and Their Drawbacks" (e.g., threats, lectures, rewards, punishment, anger, commands, and notes to parents); (3) "Commonsense Principles of 'Smart Discipline'"; (4) "Effective Prevention Strategies" (e.g., welcome students, express appreciation, call home, predict success, and list misplaced behaviors); (5) "Strategies for Minor Misbehaviors (Plan A)" (e.g., invade space, touch shoulder, smile and request, change locations, give information, give choices, and respect the struggle); (6) "Strategies for the Most Difficult Behaviors (Plan B)" (e.g., write notes, express strong feelings, use time-out, analyze and plan, inform parents, give responsibilities, and plan for amends); (7) "Attention Deficit Hyperactivity Disorder Strategies" (e.g., choose close proximity, give covert reminders, refocus, slow tempo, and facilitate insights); (8) "Parental Support and Involvement"; and (9) "Your Personal 'Smart Discipline' Plan." A list of suggested readings is included. (SM)

The National Board Certified Teacher. Fastback 470.
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *National Standards; *National Teacher Certification; Portfolio Assessment; State Standards; Teacher Competencies; *Teacher Competency Testing; Teacher Evaluation; Teacher Qualifications; Teachers
IDENTIFIERS- National Board for Professional Teaching Standards

This fastback gives teachers and other educators a feel for being a National Board for Professional Teaching Standards candidate, offering an outline of the candidacy process, ways to assess readiness to become a candidate, and tips for proceeding through candidacy. Section 1, "National Board for Professional Teaching Standards (NBPTS)," discusses certification areas and who should seek NBPTS certification, noting three factors that teachers should take into account when assessing their readiness to go for NBPTS certification. Section 2, "The Candidacy Process," focuses on the portfolio; the assessment center; the evaluation process; tips for success (e.g., know the standards, be familiar with education issues, work with a mentor, work in groups, and use accurate language); and a candidate diary. Section 3, "The Evolving NBPTS," discusses state licensure versus National Board Certification, the value of National Board certification, and tangible rewards of certification. (SM)

ED 447 116 SP 039 598

Hayes, William
Real-Life Case Studies for Teachers.
PUB DATE- 00
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Art Education; Attention Deficit Disorders; Behavior Problems; Block Scheduling; *Case Studies; Cheating; Collegiality; Computer Uses in Education; Corporal Punishment; Curriculum; Death; Educational Change; Educational Technology; Elementary Secondary Education; Eligibility; Emotional Problems; Grade Repetition; Grading; Inclusive Schools; Inservice Teacher Education; Mainstreaming; Music Education; Negotiation Agreements; Observation; Paraprofessional School Personnel; Parent Teacher Cooperation; Performance Contracts; Phonics; Physical Education; Principals; Public Schools; Regular and Special Education Relationship; Second Language Instruction; Social Studies; Student Behavior; Student Mo Letters of Recommendation; Private Lives
IDENTIFIERS- Letters of Recommendation; Private Lives

Case studies described in this book reflect conditions present in today's public schools. Situations described in these case studies are intended to introduce education students to the variety of problems existing in today's schools. The 38 case studies highlight: student cheating; teacher's observation by administrator; inclusion; contract negotiations; handling an ineffective colleague; keeping a student at grade level; a difficult teacher aide; academic eligibility; a young teacher's relationship with students; motivating nonacademic students; entertaining students at home; working with troubled students;

rhythmic intelligence was the most prevalent among this group, though book titles representing this intelligence were not among the most popular. The two books that were overwhelmingly favored by participants represented interpersonal intelligence. Beyond universal commonalities in first and last choices, there were only minimal similarities among the book choices of participants with the same dominant intelligence. Dominant intelligence did not have as much influence on book choice as did prior personal experiences with the book. The predominant factor influencing participants' selection of a favorite book was pleasant childhood memories associated with reading it. Visual appeal and familiarity with the book or the author also prompted early selection. Two appendixes present the list of book choices and participants' first and last book choices. (SM)

ED 447 136 SP 039 623

Zheng, Binyao; Webb, Linda
A New Model of Student Teacher Supervision: Perceptions of Supervising Teachers.
PUB DATE- 00
NOTE- 5p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Teacher Evaluation; *Student Teacher Supervisors; Student Teachers; Supervision; Teacher Attitudes; Teacher Role

This study examined the effectiveness of a model of student teacher supervision that gives full responsibility for supervising student teachers to qualified classroom teachers. The model provides increased status for cooperating teachers while maintaining close ties with the university through student teacher coordinators. In this model, cooperating teachers are appointed as adjunct faculty at the university and award the final grade for student teaching. A survey instrument examined respondents' perspectives regarding the qualifications of university faculty and cooperating teachers to assess and evaluate student teacher performance. Results indicated that more cooperating teachers preferred the current model than the new model, believing that university supervisors were more qualified to evaluate and grade student teachers. University supervisors preferred the current model even more than did the cooperating teachers, believing they were more qualified to evaluate and grade student teachers. Overall, participants felt that the best model would combine the work of the university supervisor and cooperating teacher, with each working cooperatively to ensure the best development of the student teacher. Both groups believed that the best role for the classroom teacher was that of mentor, with evaluation done through mutual discussion. (SM)

ED 447 137 SP 039 624

Bauer, John F.
A Technology Gender Divide: Perceived Skill and Frustration Levels among Female Preservice Teachers.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-

with a means for identifying the knowledge and skills that are most important for students to learn for the subject areas of geography and history. Five state standards documents were selected to represent the exemplary content in geography and history. These documents were selected by analyzing the critical reviews of state curriculum documents conducted by the Fordham Foundation and the American Federation of Teachers. Once the five state documents were selected for a given area, the next step was to identify and classify the content. The eventual product was a master document that organized the knowledge and skills from the five state documents and information indicating where that content is found. The product of the study is a set of standards and benchmarks identified in the two subject areas at differing grade bands. For geography and history the standards and benchmarks are provided in six tables, organized by grades K-2, 3-5, 6-8, and 9-12. (Contains 16 references.) (SLD)

ED 447 158 TM 031 975

Barnett, Lucy; Greenough, Richard
The Evolving Context for Teaching and Learning in the Northwest: The 1999 Regional Education Needs Assessment. Program Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Educational Research; Elementary Secondary Education; *Needs Assessment; *Research and Development; *Standards; *Teachers; Technical Assistance; Telephone Surveys
IDENTIFIERS- *Northwest Regional Educational Laboratory

Two surveys were conducted to identify the educational research and development needs of the area served by the Northwest Regional Educational Laboratory. The first was a survey completed by 1,884 (29.1%) educators in the region, and the second was a telephone survey of 400 households. This report concentrates on the responses of educators. Four broad areas of concern emerged from the survey data: (1) developing a standards-based instructional program; (2) engaging all students in learning; (3) creating a supportive and challenging learning program; and (4) ensuring support for the instructional program. The types of help educators said would be of greatest benefit for addressing these concerns were assistance with identifying promising practices, development models or solutions, and training. Superintendents, principals, teachers, and school board members all indicated that these were their most important technical assistance needs. Five appendixes contain information about survey design, copies of the surveys, and discussions of priority areas for educational improvement and issues affecting public education. (Contains 10 tables, 18 figures, and 26 references.) (SLD)

ED 447 159 TM 031 976

Designing a Standards-Based Accountability System for Language Minority and Immigrant Student Populations: A Guide for School District Personnel and Program Evaluators. Second Edition.
PUB DATE- 99
NOTE- 34p.; A joint publication of the Language Policy and Leadership Office and the Language Proficiency and Academic Accountability Unit.

Classroom" (Angie Williams), "Using Writing Portfolios in a Fifth-and Sixth-Grade Bilingual Classroom" (Rosa Lujan); (5) "Lessons of Secondary-School Experience," "Using Math Portfolios in an Algebra Classroom" (Steven Friedlander), "Using Science Portfolios in a Tenth Grade Chemistry Classroom" (Susan Butler); (6) "Portfolio Implementation: Anticipating Challenges" (Susan Skawinski Lima and Mary Ann Snider); (7) "Using Portfolios To Assess Your Own Instruction" (Susan Pasquarelli); and (8) "The Promise and Challenges of Educational Portfolios: Themes from the Book Chapters" (Steven Athanases). (Contains 23 references.) (SLD)

ED 447 181   TM 032 068

Ainsworth, Larry; Christinson, Jan
Student Generated Rubrics: An Assessment Model To Help All Students Succeed. Assessment Bookshelf Series.
PUB DATE- 98
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; Intermediate Grades; Language Arts; Models; Peer Evaluation; *Scoring Rubrics; Social Studies; *Student Evaluation; Student Participation

The assessment model described in this guide was initially developed by a team of fifth-grade teachers who wrote objectives of integrating social studies and language arts. It helps the teacher guide students to create a task-specific rubric that they use to evaluate their own and peers' work. Teachers review the student evaluations, determine the final grades, and give the evaluations back so that students can reflect on their own performance. The chapters are: (1) "Assessment of Performance Tasks"; (2) "Rubrics: General and Task-Specific"; (3) "Focus Questions To Guide Instruction and Assessment"; (4) "Choosing the Performance Task"; (5) "Teaching Students To Write Rubrics"; (6) "Writing a Rubric in the Intermediate Classroom"; (7) "Writing a Rubric in the Primary Classroom"; (8) "Assessing Student Work: Peer Assessment and Self-Assessment"; (9) "Teaching Intermediate Students To Assess"; (10) "Teaching Primary Students To Assess"; (11) "The Final Steps: From Self-Reflection to Parent Conference"; (12) "Benefits of the Model"; (13) "Frequently Asked Questions"; (14) "A Staff-Development Model"; and (15) "Sample Focus Questions, Performance Tasks, and Rubrics." Six blackline masters for use in the rubric process are attached. (Contains 36 figures.) (SLD)

ED 447 182   TM 032 069

LeTendre, Brenda Guenther; Lipka, Richard
An Elementary School Educator's Guide to Program Evaluation: Getting Answers to Your Questions.
PUB DATE- 00
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Evaluation

Three commonly used means of assessment of student achievement are discussed. First, standardized tests are often used to assess student achievement. These tests are developed by professional testing and measurement specialists who are completely removed from the local student and classroom. There are many objections to the use of standardized tests, among which are questions of validity and the fact that they measure achievement at only one time. Second, criterion-referenced tests (CRTs) have a major advantage over other standardized tests because they have objectives teachers can use to gauge their teaching. The alignment of the objectives with the test items on the CRT can make for quality validity. A constructivist approach to assessment emphasizes that students construct their own ideas in ongoing learning activities. Advocates of a constructivist approach assess learner achievement within an ongoing lesson or unit of study. Third, portfolio assessment usually goes along with the constructivist philosophy. A valid and reliable approach to assessment is suggested that relies on portfolios and a constructivist philosophy, with minimal use of CRTs and standardized tests. The use of checklists and rating scales, self-appraisal by students, and teacher evaluation of the student in essay form will all enhance the assessment approach. (SLD)

ED 447 203   TM 032 111

Ediger, Marlow
An Analysis of Teacher Accountability Plans.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Elementary Secondary Education; *Merit Pay; Teacher Effectiveness; *Teacher Evaluation

It is important for teachers to be accountable for what they do professionally, but it is difficult to determine how teachers can show their performance. The question of merit pay for teachers shows the difficulties of demonstrating what the teacher really has accomplished. To appraise teacher accountability using state mandated objectives, ratings and rankings on report cards can show how well students in a class have done and how they have scored on achievement tests, but not how they have done in functional activities and experiences. Holding the individual teacher accountable is difficult at best, and more complicated for teachers in charter schools. A portfolio approach to student evaluation can also provide information about teacher accountability. Certification by the National Board for Professional Teaching Standards is one way that teachers can show that they have knowledge of quality standards in teaching students. (SLD)

ED 447 204   TM 032 112

Mearns, Curt
Student Career Awareness Network at L. B. Johnson Middle School: 1997-98 School Year Evaluation.
PUB DATE- 99
NOTE- 26p.; Cover page reads: "Student Career Action Network: L.B. Johnson Middle School Albuquerque Public Schools, 1997-98."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

providing low-income families with scholarships has significant benefits for those families. The private schools accepting scholarship students were smaller and had smaller class sizes, on average, than the public schools, but small class size does not explain the higher student achievement observed in the private schools. Adding class size to the multivariate model predicting student test scores shows that class size has no effect on student achievement in this sample. (SLD)

ED 447 225 UD 033 823

Lucas, Samuel Roundfield
Tracking Inequality: Stratification and Mobility in American High Schools. Sociology of Education Series.
PUB DATE- 99
NOTE- 240p.; Foreword by Jeannie Oakes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum; *Disadvantaged Youth; *Equal Education; *High School Students; High Schools; *Student Mobility; *Track System (Education)

This book explores the consequences of the abandonment of formal tracking systems in U.S. high schools, and how or whether this dramatic change provided students with the educational opportunity and mobility previously denied them. Drawing on nationally representative data and sophisticated methodologies, this book examines how the contemporary curricular structure works, including the scope of the structure, mobility and social patterning within this structure, and the consequences of an individual's socially patterned location for college entry and career path. The chapters are: (1) "Introduction"; (2) "Course Taking after the Decline of Formal Programs"; (3) "Merit and Track Placement"; (4) "SocioeconomicDiversity, School Environment, and Track Structure"; (5) "Is Tracking a Tournament?"; (6) "Individual-Level Factors in Curricular Mobility"; (7) "Selected Effects of Curricular Location"; and (8) "After the Unremarked Revolution: Summary and Conclusions." Appendixes contain discussions of measuring track location, log linear models, and strategies of analysis. (Contains 27 tables, 6 figures, and 179 references.) (SLD)

ED 447 226 UD 033 834

Maag, Elaine; Rogers, Diane Lim
The New Federalism and State Tax Policies toward the Working Poor. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies. Occasional Paper.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Fund for New Jersey, East Orange.; Weingart Foundation, Los Angeles, CA.; Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 00
NOTE- 39p.; Additional support provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

ED 447 245   UD 033 870

Koss-Chioino, Joan D.; Vargas, Luis A.
Working with Latino Youth: Culture, Development, and Context.
PUB DATE- 99
NOTE- 236p.; Forewords by Jose Szapocznik and Lillian Comas-Diaz.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acculturation; Behavior Problems; Child Development; Children; Community Health Services; Context Effect; *Counseling; *Cultural Differences; Ethnicity; Family Influence; *Hispanic Americans; Immigrants; *Mental Health; Spirituality; *Youth Problems
IDENTIFIERS- *Latinos

This book provides guidance in addressing the special needs of Latino children and adolescents, offering a comprehensive examination of four contextual levels: the microsystem level of family; the mesosystem and exosystem level of school and community; and the macrosystem level of cultural practices. Culturally responsive treatment strategies are discussed. Chapter 1 describes the need to take a contextual view in working with Latino youth. Chapter 2 presents a contextual theory on developing psychosocial treatments that respond to both culture and development. Chapter 3 examines the activities of individuals within specific contexts, exploring relationships within which Latino youth live. Chapter 4 presents case studies of youth with behavioral and emotional problems associated with these contexts. Chapter 5 discusses risk and environmental fit. Chapter 6 presents case material related to problems and issues in Chapter 5, detailing techniques for assessment and intervention. Chapter 7 discusses major institutions and settings in relation to family, school, and peer group activities. Chapter 8 highlights how cultural orientations contextualize individual lifescapes. Chapter 9 discusses implications of the model for developing interventions from a contextual perspective, exploring how managed care structures intervention development and delivery and the danger of not considering cultural diversity. (SM)

ED 447 246   UD 033 872

Schaffer, Howie, Ed.
Quality Now! Results of National Conversations on Education & Race.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.; Surdna Foundation, Inc., New York, NY.
PUB DATE- 00
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; *Community Involvement; *Diversity (Student); Elementary Secondary Education; Program Development; Public Education; *Racial Factors; *Racial Relations
IDENTIFIERS- *Public Discourse

This report is designed to help readers understand the experiences of communities dealing with issues of education and that Slobodan Milosevic will concede defeat; new doping regulations take their toll on Olympic athletes, anabolic steroids can have damaging side effects; Hollywood proposes a plan to end marketing of violent films to children, theaters find it difficult to enforce movie ratings; and the U.S. presidential candidates; and college students offer pre-debate advice to the candidates. (September 25-29). (AEF)

ED 446 747 IR 020 380

Yang, Yu Nu
Convergence on the Guidelines for Designing a Web-Based Art-Teacher Education Curriculum: A Delphi Study.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Computer Assisted Instruction; Computer Uses in Education; *Curriculum Development; *Higher Education; Instructional Effectiveness; *Teacher Education; *World Wide Web
IDENTIFIERS- *Technology Integration; Web Based Instruction

The rise of the World Wide Web as a new information processing technology has attracted the attention of educators worldwide. The purpose of this study was to seek a consensus among art education experts regarding how the Web should be integrated into the art teacher education curricula. The Delphi Method was applied for seeking a consensus. A panel of experts' anonymous individual ratings on specific components of curriculum guidance were recorded, and subjected to several iterations before converging to a final agreement. The concept of integrating Web-based technology into an art education curriculum was accepted by the majority of the panel. Several priority factors found in this study were strongly associated with the popular feature that a Web-based learning style is excellent for immediately delivering information or pedagogical knowledge. In contrast, the concepts related to the potential feature that the Web-based curriculum can develop high learning skills such as problem-solving or creative thinking received less support. Those scale ratings which score lower are proper candidates for additional research as the Web becomes better integrated in art education programs at the college level. The current Web-based technologies will have positive impacts on art education curricula. As the Web-based technology makes progress, the promising features of Web-based learning styles can be incorporated into a sound instructional design. Appendices contain: the criteria for choosing the qualified candidates of the panel; questions of the round one questionnaire; convergence criteria of the coefficient of variation (CV); the round three questionnaire; CV values, difference CVs, and item-level correlations between round two and round three; and the stability and internal reliability coefficients for the total scale and subscales of round three. (Contains 53 references.) (Author/AEF)

ED 446 748 IR 020 381

Schofield, Janet Ward; Davidson, Ann Locke
Internet Use and Teacher Change.
PUB DATE- 00

Minority Groups; *Public Libraries; *Racial Attitudes; Racial Bias; *Racial Discrimination; *Social Change
IDENTIFIERS- United Kingdom

This paper discusses public libraries in the United Kingdom (UK) from a social and political point of view and examines race issues outside the UK. Part 1 addresses understanding race and class oppression, including moving away from a Eurocentric approach, features of racism, social and economic exclusion, the language of exclusion/liberation, roots of racism, combating racism in the United States, manifestation of racism in the UK, and racism and the law. Employment of black workers is described in Part 2, including the library field, the role of the Library Association, and the culture of change. Part 3 covers the black community perspective, including community librarianship, empowering local communities, and research projects. Part 4 discusses problems and solutions, including equal opportunity, commitment of managers, the role of Equalities Officers, barriers to change, the need to fight institutionalized racism, and anti-racism. Tools for change are discussed in Part 6, including perspectives on combating racism, recommendations of the Roach and Morrison study, Commission of Racial Equality standards, Lawrence Inquiry recommendations, the government's Social Exclusion agenda, library standards, empowering staff, changes at the British Broadcasting Corporation, the Best Value process, the Quality Leaders Project, and the Local Authorities Race Relations Information Exchange. Part 6 presents the conclusion and recommendations. (Contains 132 references.) (MES)

ED 446 769 IR 057 896

Lowe, Carrie A.
The Role of the School Library Media Specialist in the 21st Century. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change; Elementary Secondary Education; Futures (of Society); Information Literacy; *Information Technology; *Librarians; *Library Role; *Media Specialists; *School Libraries
IDENTIFIERS- ERIC Digests; Information Power (AASL AECT)

This digest discusses the role of the library media specialist. The first section notes the lessons and legacy of "Information Power," the American Library Association's standards for school library media specialists. Technology and opportunity for library media specialists are discussed in the second section, and the third section considers challenges for library media specialists. The fourth section summarizes the following guiding principles: (1) school libraries have no boundaries; (2) library and information professionals should be flexible; (3) ensure that students are effective users of ideas and information; and (4) information is everywhere, essential, and central. Change and the library media specialist is the topic of the fifth section, and the sixth section describes the information and technology team. The final section discusses a few steps for library media specialists to consider in creating a promising future, i.e., learn and absorb, get involved, and

Kussrow, Paul G.
The Community College's Challenge of Facilitating a New Model for Lifelong Learning.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Institutional Role; *Lifelong Learning; Student Development; *Student Educational Objectives; Two Year Colleges

Asserts that educators who advocate lifelong learning too often support a narrow and arbitrary system of nomenclature, which implies that learning and thus education are terminal concepts. The need for administrative structure and socially recognized reward has plagued educators, and their clients, with learning near-sightedness. The question before the professional facilitator of lifelong learning should be: "What must be done to modify existing systems or implement new infrastructure that can more appropriately respond to lifelong learning needs of all community members?" Before a new structure can be designed, a change in thinking must come about. If we were to concentrate more on the skills desired by a lifelong learner and the relevance of the learning experience, such practices as chronological segmentation, nomenclature, and stages could be dismissed. But in order to be responsive we must consider a different structure--a new model. Community colleges are by their very nature adult educators who are positioned to serve as educational brokers. To reach the status of a true broker of lifelong learning one needs to combine the elements of citizen participation, resource utilization, and organizational partnerships along with the concept of lifelong learning. (VWC)

ED 446 791   JC 000 730

Preparing Welfare and Other Low-Income Adults for Work and Better Jobs: A Report on Low-Income Students Enrolled in Colleges and the Start-Up of WorkFirst Programs.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Job Skills; *Job Training; *State Aid; *Student Financial Aid; Two Year Colleges; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Washington; Welfare Reform; *Welfare to Work Programs

This is a report on Washington State Board for Community and Technical Colleges' assistance of low-income adults under the state's welfare reform initiative, WorkFirst. Current and former welfare students attending community and technical colleges comprise 9% of all college student enrollments. Combining work and training leads to higher wages. WorkFirst Reinvestment Programs are aimed at quick-starting employment, providing access and support to training for low-income working adults, and increasing literacy skills. The report looks at lessons learned from WorkFirst Reinvestment Programs in the following areas: general, program re-design, tuition assistance, pre-employment training, workplace basics, families that work, and evening and weekend child care. Early outcomes in programs that quick-started employment with custom training

Community School"; (9) "Next Steps"; and (10) "Postscript: Washington Heights Five Years Later." Lists 39 suggested readings. (KB)

ED 446 811 PS 028 568

Chen, Shing-Jen, Ed.; Furutsuka, Takashi, Ed.; Shirotani, Yukari, Ed.
Research and Clinical Center for Child Development Annual Report, 1998-1999. No. 22.
PUB DATE- 00
NOTE- 81p.; "With assistance of Yumiko Sekino."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Annual Reports; Auditory Perception; Bilingualism; Caregiver Speech; *Child Development; Child Language; Comparative Analysis; Cross Cultural Studies; Crying; Emotional Development; Fantasy; Fatherless Family; Fathers; Foreign Countries; Hygiene; Infant Behavior; *Infants; Mothers; Parent Attitudes; Parent Child Relationship; Play; Relocation; Sex Education; Sexuality; Social Development
IDENTIFIERS- Feeding; Japan; Scotland; United States

This annual report presents several articles related to the work of tha Clinical Center for Child Development at Hokkaido University in Sapporo, Japan. The articles are: (1) "Maternal Speech and Behavior during Mother-Infant Play: Comparison between the United States and Japan" (Sueko Toda, Marc H. Bornstein, and Hiroshi Azuma); (2) "The Effects of Tempo and Pitch on the Judgement of Infant Cries" (Taeko Tsukamoto); (3) "Bilingual Children's Language Choice in Two Linguistic Contexts" (Hiroko Kasuya); (4) "Sex Education in Children and Children's Fantasy about Sexuality" (Takashi Tsubakita); (5) "Development of Parental Aversion to Offspring's Bodily Products: A New Approach to Parent- Offspring Relationships" (Ko'ichi Negayama); (6) "Feeding as a Communication Between Mother and Infant in Japan and Scotland" (Ko'ichi Negayama); and (7) "Tanshinfunin: Effects of Father Absence on Children's Socioemotional Development" (Jun Nakazawa, Yuko Tanaka, and Sayuri Nakazawa). (KB)

ED 446 812 PS 028 569

Panzarine, Susan
A Parent's Guide to the Teen Years: Raising Your 11- to 14-Year-Old in the Age of Chat Rooms and Navel Rings.
PUB DATE- 00
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Child Rearing; Cognitive Development; Drinking; Drug Use; *Early Adolescents; Emotional Development; Nutrition; *Parent Child Relationship; *Parent Role; Peer Relationship; Physical Activities; Physical Development; Sexuality; Smoking; Student School Relationship
IDENTIFIERS- Independent Behavior; Risk Taking Behavior

Noting that swift growth with the accompanying desire for independence during early adolescence creates tension in the family that is often difficult for parents to understand, accept, and handle, this book is designed to help parents adapt programs. Research articles on how fathers matter include issue briefs on father involvement and student achievement, and factors associated with fathers' and mothers' involvement in their children's schools. (KB)

ED 446 832 PS 028 953

Logue, Mary Ellin
Implications of Brain Development Research for Even Start Family Literacy Programs. Look at Even Start.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Brain; Early Childhood Education; *Early Intervention; *Family Literacy; Parent Child Relationship; *Parent Education; Program Improvement; *Young Children
IDENTIFIERS- *Brain Development; *Even Start

Even Start is a federally funded program addressing the literacy needs of children and parents by offering parenting education, early childhood education, parent and child together time, and adult education. Noting that recent research on brain development and learning prompts a reexamination of beliefs and practices related to child rearing, teaching, and learning, this article provides information on brain development research and explores the implications for Even Start programs. The article discusses how brain development occurs through an interplay between nature and nurture, and notes the importance of critical periods for particular types of learning. The article maintains that negative experiences and the absence of appropriate stimulation are more likely to have serious and sustained effects during infancy than at later ages. The article further notes that how children are cared for has a decisive, long-lasting impact on their development, ability to learn, and capacity to regulate their own emotions. The following implications for Even Start programs are identified: (1) use parenting education as the vehicle for strengthening parent-child attachment; (2) use parenting education as the vehicle for developing children's literacy skills; and (3) provide opportunities for staff training and development in order to provide and maintain high-quality services. The article concludes by noting that Even Start practitioners have a unique opportunity to have a positive effect on improving the literacy, lives, and futures of many families. (KB)

ED 446 833 PS 028 954

Bruning, Merribeth D.
Positive, Peaceful Interactions between Adults and Young Children. Growing Together: Building a Peaceful Community.
PUB DATE- 00
NOTE- 9p.; Adapted from paper presented at the 2000 Early Childhood Conference (South Bend, IN, March 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; Classroom Environment; Classroom Techniques; *Conflict Resolution; Early Childhood Education; Family Environment; *Parent Child Relationship; *Peace;

Netherlands: Experienced Mothers Are the Key" (Yvonne de Graaf, Bert Prinsen, Mieke Vergeer); (3) "Canada: Parents and Children Together--The Development of the Oshki-Majahitowiin Head Start Programme" (Rachel Lawrenchuk, Carol D.H. Harvey, and Mark Berkowitz); and (4) "Kenya: In the Enclosure" (Joanna Bouma). Articles in the October 2000 issue focus on the Effectiveness Initiative for creating an environment for learning and include the following: (1) "The Processes of Generating Knowledge" (Babeth Ngoc Han Lefur); (2) "Reflections on Dynamics, Processes and Initial Findings" (Leonardo Yanez); (3) "Workshops as a Space for Individual and Collective Change" (Tom Lent); and (4) "Look Again: Documentation and Communication through Audio-Visual Media" (Angela Ernst). Each issue contains information on foundation publications and announcements related to foundation activities. (KB)

ED 446 853 PS 028 977

Class Size Surveys, Spring 2000. Evaluation Report.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Class Size; Educational Attitudes; Grade 1; Grade 2; *Parent Attitudes; Primary Education; School Attitudes; *Small Classes; *Teacher Attitudes
IDENTIFIERS- Saginaw City School System MI

This study surveyed perceptions of parents, teachers, and principals concerning reduced class size classrooms (RS) with first and second graders versus traditional size classrooms (TS). Participating in the study were 63 RS parents, 80 TS parents, 12 RS teachers, 13 TS teachers, and 14 principals in the Saginaw, Michigan school district. Response rates for RS groups were substantially smaller than those for TS groups. The major findings indicated that the majority of respondents considered the benefits of reduced size classrooms worth the extra expenditure (92 percent first grade parents, 70 percent second grade parents, 88 percent principals). Overall, parents saw approximately the same amount of student improvement in the variables under study regardless of class size condition. The largest area of academic increase seen by parents was in learning to read, regardless of condition. Principals and teachers reported substantially more improvement in the RS over the TS condition. Teachers at TS sites and principals recommended the addition of more reduced-size classrooms. First grade parents in both conditions and second grade parents in the TS condition wanted more one-to-one instruction. Parents in the RS condition thought that teachers should be more sensitive and provide more feedback. Teachers in TS sites thought their effectiveness was limited because diverse student ability levels. Principals were concerned about the possibility of an elite class and that students most in need of one-to-one instruction might not be placed in RS classrooms. (Four appendices include the surveys used, detailed results from the surveys by question, and results summarized by respondent groups.) (KB)

ED 446 854 PS 028 980

Karppinen, Seija
Repertory Grid Technique in Early Childhood as a Tool for Reflective Conversations in Arts Education.

Improvement; *Student Motivation

This action research project implemented and evaluated a program to improve students' lack of effort and use of ineffective learning strategies. Participants were students in one kindergarten class, one second-grade class, one high ability fourth-grade class and one high ability fifth-grade class in a Midwest suburban school. Student and teacher surveys indicated the need to reduce six target behaviors: (1) reliance upon seeking help; (2) lack of metacognition; (3) failure to learn from mistakes; (4) quitting; (5) producing poor quality work; and (6) apathy. Goal-setting and self-evaluation techniques were implemented to improve self-efficacy in the students. Specific interventions included: (1) authentic evaluation (teacher observation checklists); (2) student self-evaluation; (3) student initiated academic goal-setting, and (4) student self- regulation of goal achievement. Specific interventions were implemented over a 12-week period. Improvement was measured by a series of student surveys and teacher observation checklists. In kindergarten and second grade, findings of the surveys and checklists indicated substantial improvement in the focus areas of persistence, problem solving, motivation, and accuracy. In fourth and fifth grades, findings of student surveys remained consistent, while the teacher observation checklists showed some improvement in the focus areas. (Nine appendices include the survey and checklist forms. Contains 17 references.) (HTH)

ED 446 873 PS 029 022

Keeping Kids Connected: How Schools and Teachers Can Help All Students Feel Good about School...and Why That Matters.

PUB DATE- 00

NOTE- 132p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; *Change Strategies; Educational Environment; Elementary Secondary Education; Peer Relationship; Performance Factors; Resilience (Personality); *Student Adjustment; *Student Attitudes; Student Empowerment; *Student School Relationship; Teacher Student Relationship

Noting studies showing a critical link between students' relation to the school environment and their academic performance, attendance, attitudes, motivation, and post-high school success, particularly for at-risk students, this guide compiles widely recognized strategies to develop students' sense of connection to their school environment. The strategies are organized around four types of connecting experiences: (1) Belonging--including creating schools within schools, promoting positive peer relations, building connections to the community, and providing special help for highly mobile students; (2) Competence--including holding high expectations for students, and providing opportunities for authentic learning and assessment; (3) Empowerment--including providing opportunities for students to work together, and promoting meaningful participation in policy and decision making; and (4) Usefulness--including organizing service learning projects. The guide also includes strategies for fostering connections beyond the school day, in co-curricular activities, extended-day programs, and summer learning programs. The guide's appendices include a school resiliency-building assessment checklist, analysis of

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian History; *Canada Natives; Cultural Education; *Educational Practices; Foreign Countries; High Schools; Parent Participation; *School Community Relationship; School Culture; *Spirituality; Teacher Student Relationship; Urban American Indians
IDENTIFIERS- American Indian Students; *Saskatchewan (Saskatoon)

This book offers an in-depth study of an exemplary school for Native students, the Joe Duquette High School in Saskatoon, Saskatchewan (Canada). The school's successes and its uniqueness are based on the consistent and insistent commitment of all involved to a focus on Aboriginal spirituality within the school and the human relationships there. The sacred circle is the foundation of the school's philosophy and curriculum and is evident in all school activities. The school's mission emphasizes its role as a healing place for all members of the school family. Chapters in this book focus on the history of Aboriginal education in Canada; spirituality and ceremonies in the school; overview of school objectives, admissions, academic organization, dance troupe and cultural education, healthy lifestyles program, support services, and infant daycare; the school's beginnings in 1980 as the Saskatoon Native Survival School; school schedule and classroom practices; student attitudes and aspirations; staff training, collegiality, and teacher student relationships; and the role of the parent council as "keepers of the vision." In the final section, the researchers reflect on the meaning of "exemplary," present themselves and their backgrounds, and describe research activities and analysis. (Contains 43 references.) (SV)

ED 446 892 SE 059 038

Roberts, Anne D.; Clemens, Herb; Hunter, Diane; Lubomudrov, Carol; Preston, Lorel; Randell, Carol; Smith, Scott
Partners in Teaching Math: School and University Faculty Examine Issues in Mathematics Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Educational Change; Elementary Education; Elementary School Teachers; Faculty Development; Higher Education; *Mathematics Education; *Partnerships in Education

This booklet describes the Elementary Mathematics through Teacher Partnerships (EMTTP) project in which the faculty at a K-6 elementary school and a few mathematicians and mathematics educators met regularly to talk about mathematics and teaching. This book illustrates how the partnership grew and learning occurred as a result. The difficulties that were encountered, the decisions that were made, and the benefits derived from the efforts to help others who may be involved in similar work are described. It also examines how a conversation about mathematics and teaching grew as mathematicians and elementary school teachers worked together in the elementary classroom. (Contains 34 references.) (ASK)

ED 446 893 SE 060 472

IDENTIFIERS- Brazil; *Engineering Design; Europe; *Neural Networks

The SENNAPE (Software Engineering and Neural Networks Applied to Physics and Electricity) project has been putting together the European and the Brazilian industries towards neural processing developments in the fields of high-energy physics and electricity. It is a multi-disciplinary international collaboration with the participation of different institutions and industries. The project is a platform of technology transfer, using the World Wide Web as the main information repository. Among team members of the various phases of the project, undergraduate and graduate engineering students are experiencing the development of a complex project and the importance of integrating their knowledge of basic sciences into engineering design. (Author)

ED 446 915 SE 063 881

Valentine, Elizabeth F.

Gender Differences in Learning and Achievement in Mathematics, Science, and Technology and Strategies for Equity: A Literature Review.

PUB DATE- 98

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Equal Education; *Mathematics Achievement; Mathematics Education; *Science Achievement; Science Education; *Sex Differences; Technology Education

The literature is rich with studies investigating gender differences in math, science, and technology. While some inequities have been evidenced and studied for years, we are still finding out many new sources of gender bias in the classroom. That girls think and learn differently as well as interact with equipment differently from boys is a major key to beginning to understanding how best to educate girls in math, science and technological areas in order to encourage their continuation in these areas as career fields. Suggestions for strategies and interventions for rethinking gender biases in the classroom and professional organizations are presented. (Contains 29 references.) (Author/YDS)

ED 446 916 SE 063 892

Tippins, Deborah J.; Nichols, Sharon E.; Kemp, Andy

Cultural Myths in the Making: The Ambiguities of Science for All.

PUB DATE- 99

NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Influences; *Educational Change; Elementary Secondary Education; Epistemology; Ethics; Females; Inquiry; Minority Groups; *Mythology; Science Curriculum; Science Education; *Scientific Literacy

IDENTIFIERS- Science for All Americans

This paper focuses on the potential value of cultural myths in

DESCRIPTORS- *Cognitive Processes; Higher Education; *Mathematical Models; Mathematics Education; *Physics; Problem Solving; Science Education; *Scientific Concepts; Teacher Education; *Thinking Skills

The University of Maryland offers a physics course as part of the Maryland Collaborative for Teachers' Preparation (MCTP) project. One of the course aims is to promote the learning of the concept of a function through the learning of physics. Students learn in small groups through problem solving and with the aid of microcomputer-based laboratories. Students are asked to examine and find connections between experiments, stories, graphs, and algebraic representations. Analysis of observations of students' group work in the course reveals that students' understanding of experiments and stories lead to different translations to graphical and algebraic representations. (Author/WRM)

ED 446 940 SE 063 998

de Almeida, Maria Jose B. M.; Leite, Maria Saleta S. C. P.; Woolnough, Brian E.
Factors Affecting Students' Choice of Science and Engineering in Portugal.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Engineering Education; Engineers; Foreign Countries; *High School Students; High Schools; Higher Education; *Science Careers; *Science Interests; Sex Differences; *Student Attitudes; *Student Characteristics; Student Surveys
IDENTIFIERS- *Portugal

This paper presents the results of a study undertaken in Portugal to determine the influence of different factors on students' (n=499) decisions to study or refuse to study in one of the physical sciences or engineering. Some influencing factors are related to what goes on in school and during science lessons, and other factors are related to the status of science and engineering careers. Other factors are dependent on individual students themselves, their aptitudes, abilities, and home backgrounds. Some significantly different influences were detected between male and female students and between future scientists and non-scientists. (Author/WRM)

ED 446 941 SE 064 006

Viali, Lori
Hypermedia System To Teach Statistics.
PUB DATE- 98
NOTE- 9p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Educational Technology; Foreign Countries; Higher Education; *Hypermedia; Instructional Effectiveness; Mathematics Education; *Multimedia Instruction; *Statistics;

all subjects discussed during engineering course might be addressed. Also, aspects related to aptitude and attitudes can be easily trained and discussed in this discipline. An institutional regulation for final grade of disciplines at Metallurgical and Materials Engineering Department (PMT) takes in account three tests and a seminar or experimental work. This institutional aspect was adapted in 1997 to approximately forty different kinds of evaluation including: group dynamics, video oriented activities, music oriented activities, experimental work and so on. This was a first trial to apply continuous evaluation at this discipline. The first two classes were very important to motivate students to participate of all proposed activities. An Aesop fable and requirements to be a good performance professional were discussed during these classes. Also, discipline program was presented and discussed at the beginning of the discipline. The introduction of these activities showed very good results. All the time students were predisposed to do activities and reports, when requested. Frequency in classes were more than 90%, indicating there were encouraged by new methodology. (Author)

ED 446 964 SE 064 186

Collins, Deborah A.
Science and Technology Pocket Data Book, 2000.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - General (130)
DESCRIPTORS- Bachelors Degrees; Data; Economics; *Engineering; Ethnicity; Evaluation; Females; Graduate Study; Higher Education; *Industry; Masters Degrees; Minority Groups; *Sciences; Sex Differences; Technology

This pocket guide presents data concerning: (1) National Research and Development (R&D) Funding Patterns; (2) Academic R&D; (3) R&D in U.S. industry; (4) Education of Scientists and Engineers; (5) Working Scientists and Engineers; (6) Public Attitudes toward Science and Technology (S&T); and (7) International S&T Trends. (YDS)

ED 446 965 SE 064 209

Heffernan, Maureen
Horticulture Rediscovered: The Flowering of American Schoolyards.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Learning through Landscapes: Grounds for Celebration Conference sponsored by the Organisation for Economic Cooperation and Development and the Department for Education and Employment (Winchester, United Kingdom, September 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Facilities Design; Elementary Education; Environmental Education; *Gardens; Grounds Keepers; *Hands on Science; Middle Schools; *Ornamental Horticulture; Plants (Botany); *Playgrounds
IDENTIFIERS- *Playground Design

This paper discusses the benefits of having gardens at schools. School gardens are a practical and effective way to connect reform. This book was written to assist these efforts by helping current teacher leaders be more effective in this role and support the development of aspiring teacher leaders. This volume of case studies focuses on issues teacher leaders face in their interactions with other teachers, administrators, and parents such as (1) What kind of expertise do I bring to my leadership work?, (2) How do I build support for reform?, and (3) How do I develop different kinds of relationships in my role as teacher leader? These issues are elaborated on in seven different cases presenting situations that will be very familiar to anyone who has acted as a teacher leader or worked with teacher leaders. The book also contains extensive facilitation material for each case consisting of discussion questions and activities that can be used in preservice and inservice settings to promote reflection and problem solving on teacher-leadership issues. It is a mathematics or science educator's best resource for understanding the challenges of teacher leadership, acquiring the necessary skills to serve in this capacity, and implementing lasting change in classroom practice. (Contains 56 references.) (ASK)

ED 446 989 SE 064 248

Science: Ohio's Model Competency-Based Program.
PUB DATE- 96
NOTE- 195p.; The reprint of this publication incorporates the formerly separate science proficiency test learning outcomes correlation. For the previous version of this document, see ED 381 359.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Competency Based Education; Elementary Secondary Education; *Evaluation Methods; Models; *Program Descriptions; Science Instruction; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Ohio

Ohio's Model Competency-Based Science Program is designed to provide direction for school districts in developing local competency-based science education programs. The model is designed to be used to guide the development of district curriculum. The ultimate purpose of Ohio's Model Competency-Based Science Program is to move Ohio towards the national goal of first in the world in science achievement by the year 2000. In order to achieve this purpose, developers of local science curricula will use the model as the basis of a locally developed/adapted competency-based science program. This document provides an introduction to the model, its philosophy, and goals. It describes developing a pre K-12 school science program with science instructional and performance objectives. Assessment and intervention services are also discussed. (Contains 71 references.) (ASK)

ED 446 990 SE 064 295

French, Wayne; Karlan, James W.; Ransick, Kristina; Rosene, Dale; Sammons, Fran Lyons; Sammons, James
NOVA Fall 1999 Teacher's Guide.
SPONS. AGENCY- Northwestern Mutual Life Insurance Co., Milwaukee, WI.
PUB DATE- 99
NOTE- 42p.; Published semiannually. Also sponsored by CNET and the Park Foundation.

art. The book shows teachers how to use Caldecott Award stories as springboards for introducing units of studies. Collaborations between classroom teachers and library media specialists facilitate implementation of the activities described in the book. The "Engage, Elaborate, Explore, Connect" lesson plan format is the organizing structure for the story units in the book; this format integrates best-practice principles, a discovery approach to learning, multiple intelligences theory and practice, and diversity and flexibility in teaching. Story units in the book are based on the following children's books: (1) "Arrow to the Sun"; (2) "The Girl Who Loved Wild Horses"; (3) "The Glorious Flight: Across the Channel with Louis Bleriot"; (4) "Grandfather's Journey"; (5) "Hey, Al"; (6) "Jumanji"; (7) "The Little House"; (8) "May I Bring a Friend?"; (9) "Nine Days to Christmas"; (10) "Officer Buckle and Gloria"; (11) "Ox-Cart Man"; and (12) "Where the Wild Things Are." A final activity unit is titled "Introducing the Caldecott Award: Randolph Caldecott." (BT)

ED 447 013   SO 032 200

A Descriptive Review of LRE Research.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Citizenship Education; Educational Research; Elementary Secondary Education; *Law Related Education; Social Studies

This annotated review of law-related education (LRE) research is organized into three parts. The first reviews research studies devoted to the impact or effects of law-related education on students in school settings. The second reviews studies relating to the process of implementing LRE in classrooms/schools. The third reviews studies of LRE in non-school settings. (Author/BB)

ED 447 014   SO 032 202

Russia's Uncertain Transition: Challenges for U.S. Policy. Student Book and Teacher's Resource Book. Public Policy Debate in the Classroom: Choices for the 21st Century Education Project. 4th Edition.
PUB DATE- 00
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Diplomatic History; Foreign Countries; *Foreign Policy; Global Approach; Instructional Materials; *International Relations; National Security; Peace; Political Science; Secondary Education; Social Studies; *World Affairs
IDENTIFIERS- *Russia

This teacher resource text and student text are part of a continuing series on current and historical international issues, placing special emphasis on the importance of educating students in their participatory role as citizens. It steps back from the day-to-day turmoil in Russia to examine the issues that most deeply affect the United States. At the core of the unit are four distinct options for U.S. policy. Each option contains a different perspective on the threats and

ED 447 035 SO 032 263

Kalinowski, Roger; Lindekugel-Willis, Paula; Nilsen, Cheryl; Opp, Dean; Rauschenberger, Paula
North Dakota Drama Content Standards.
PUB DATE- 00
NOTE- 51p.; For a companion document, "Drama Performance Standards at Grades 4, 8 and 12 for North Dakota Drama Standards and Benchmarks," see SO 032 262.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Acting; Audience Participation; *Benchmarking; Cultural Context; *Drama; Elementary Secondary Education; Performance Based Assessment; Production Techniques; Public Schools; *State Standards; *Student Development; Student Educational Objectives
IDENTIFIERS- *North Dakota

This document outlines the content standards for drama in North Dakota public schools, grades K-12. Following an introduction, the document lists the drama content standards: (1) Dramatic Literature; (2) Acting; (3) Production; (4) Cultural Context of Drama; (5) Consumer of Theatre; (6) Drama and Human Development; and (7) Drama and Other Disciplines. Includes benchmarks, specific knowledge, and sample activities for grades K-4, 5-8, and 9-12. Contains a glossary of theater terms. (BT)

ED 447 036 SO 032 264

Shaw-Elgin, Linda; Jackson, Jane; Kurkowski, Bob; Riehl, Lori; Syvertson, Karen; Whitney, Linda
Visual Arts Performance Standards at Grades 4, 8 and 12 for North Dakota Visual Art Standards and Benchmarks.
PUB DATE- 00
NOTE- 21p.; For a companion document, "North Dakota Visual Arts Content Standards," see SO 032 265.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Activities; *Benchmarking; Elementary Secondary Education; Performance Based Assessment; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation; *Visual Arts
IDENTIFIERS- *North Dakota

This document outlines the performance standards for visual arts in North Dakota public schools, grades K-12. Four levels of performance are provided for each benchmark by North Dakota educators for K-4, 5-8, and 9-12 grade levels. Level 4 describes advanced proficiency; Level 3, proficiency; Level 2, partial proficiency; and Level 1, novice. Each grade level is measured by the following standards: (1) Media, Techniques and Processes; (2) Structure and Function; (3) Subject Matter, Themes, Symbols, and Ideas in Visual Art; (4) Visual Art History and Culture; (5) Merits of Visual Art; and (6) Connections. The document then outlines (in separate sections) performance standards in detail for grades K-4, 5-8, and 9-12.

ED 447 057 SO 032 297

Lee, Isadora; Lai, Selena; Francis, Gregory; Brunette, Rachel
Contagion in the East: A Look at the 1997-98 Asian Financial Crisis.
SPONS. AGENCY- United States-Japan Foundation.; Consulate of Japan, San Francisco, CA.
PUB DATE- 00
NOTE- 90p.; Funding for this project was provided by the Stanford East Asia National Resource Center (HEA Title VI), and the Center for East Asian Studies, Stanford University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Asian Studies; Cross Cultural Studies; *Economic Impact; *Financial Problems; Foreign Countries; *Geographic Regions; *Investment; Secondary Education; Social Studies
IDENTIFIERS- *Asia (East); Global Issues; *International Monetary Fund

The 1997-98 Asian financial crisis and its aftermath have brought to light a number of crucial economic lessons. This curriculum unit focuses on some of the purported causes of the crisis, the workings of the International Monetary Fund, and the general nature of economies affected by financial turmoil. Lesson 1, "A Story of Boom and Bust in Asia, 1997-98," introduces basic economic terminology and exchange market mechanisms; a class newspaper activity directs students to investigate the Asian crisis on the Internet. Lesson 2, "The International Monetary Fund (IMF)," focuses on the history and responsibilities of the IMF; handouts for teacher and students describe a classroom team quiz activity. Lesson 3, "A Glance at the Crisis," consists of two parts in which students can apply what they have learned from the first two lessons; part 1 is a role play in which students divide into groups representing 10 different East Asian countries and the IMF Executive Board, and in part 2 all groups participate in a discussion that simulates the IMF country evaluation process. (BT)

ED 447 058 SO 032 302

Schug, Mark C.; Caldwell, Jean; Wentworth, Donald R.; Kraig, Beth; Highsmith, Robert J.
United States History: Eyes on the Economy. Volume One: Through the Civil War.
PUB DATE- 98
NOTE- 170p.; For volume two, see SO 032 303.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Capitalism; Economic Change; *Economic Climate; *Economics; Economics Education; Entrepreneurship; *Free Enterprise System; Secondary Education; Social Studies; United States History

This lesson guide is designed to help U.S. history teachers and students in grades 8-11 examine historic events through basic economic reasoning. It lends itself to instruction grounded in inquiry learning, direct instruction, and cooperative learning.

quarters of aspiring principals thought their principalship preparation program had prepared them to succeed as principals. (Contains 25 references.) (SM)

ED 447 077 SP 039 547

Lindsey-North, Jill L.
Incorporating a Course Website into Teaching: A Promising Practice, Especially for Teacher Education.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Electronic Classrooms; Elementary Secondary Education; Higher Education; Personality Traits; Preservice Teacher Education; Student Teachers; Teaching Methods; Teaching Skills; *Telecommunications; *World Wide Web
IDENTIFIERS- *Web Sites

Preparing teachers to incorporate technology into teaching is a requirement in teacher education. Using a course Web site as an instructional method expands students' understanding of technology applications. One aspect of a course Web site particularly suited to facilitating and improving learning is a discussion area (bulletin board) where students post comments related to course content and process. Electronic bulletin boards offer students such opportunities as: responding after a self-determined wait time; responding thoughtfully and without interruption; reading peer contributions and reflecting before responding; and dialoguing directly with peers. Instructors benefit from opportunities to: foster student dialogue; observe and analyze content from student discussions; assess students' thought processes and comprehension; and elicit feedback. Written scripts of Web site discussions can serve as tools to enhance instructors' understanding of each student's perspective. An appendix presents a sample bulletin board discussion conducted as part of an educational psychology course at Wright State University, Ohio. The comments reveal a pervasive student belief that teaching is an innate gift predicated upon certain personality traits rather than theories and skills one can learn to become a teacher. Motivating the students to use the Web site was challenging, though setting up the Web site was relatively easy. (SM)

ED 447 078 SP 039 548

Suranna, Keith J.; Moss, David M.
Describing Preservice Teachers' Conceptions of the Role of Teacher Leader.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (30th, Ellenville, NY, October 27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; *Teacher Role
IDENTIFIERS- *Teacher Leaders; Teacher Leadership

ED 447 096 SP 039 572

Log On or Lose Out: Technology in 21st Century Teacher Education. AACTE Conference Proceedings (Cupertino, California, November 1999).
PUB DATE- 00
NOTE- 289p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Computer Literacy; *Computer Uses in Education; Disabilities; *Educational Technology; Elementary Secondary Education; Equal Education; Faculty Development; Higher Education; Inservice Teacher Education; Internet; *Preservice Teacher Education; Program Effectiveness; Program Evaluation; Teacher Educators; Teacher Responsibility; Teacher Role; Teaching Methods; Teaching Skills
IDENTIFIERS- Commercialism; Learning Communities

These conference papers highlight technology within 21st century teacher education. Part 1, "The Power, Ethical, and Social Issues Related to Technology in Education," includes topics like developing learning communities and ensuring equal access for all students. Part 2, "The Impact of Technology in Changing Our Perceptions of What and How People Learn," includes topics like the growing separation between teachers and learners and technology and the transformation of learning. Part 3, "The Impact of Commercialization on the Education of Teachers and Children," includes topics like schoolhouse commercialism, public and private collaboration in teacher education, and commercializing teacher education on the Internet. Part 4, "Technology and the Roles and Responsibilities of Teacher Educators," includes topics like technology needs of preservice and inservice teachers, connecting technology to content in learning, and the impact of technology on teacher educators' roles and responsibilities. Part 5, "The Redefining of Teaching and Implications for Schools, Colleges, and Departments of Education," includes topics like partnerships, technology, and assessment and understanding 21st century teaching tools. Part 6, "Measuring the Success of Teachers and Teacher Education Programs," includes topics like meaningful evaluation of teachers and teacher education programs and action research as a measure for evaluating technology. (SM)

ED 447 097 SP 039 573

Muchmore, James A.
Methodological and Ethical Considerations in a Life History Study of Teacher Thinking.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; English; Ethics; Ethnography; Friendship; Higher Education; Literacy; *Research Methodology; Secondary Education; Teacher Attitudes; *Teacher Researchers
IDENTIFIERS- Anonymity; Collaborative Research; Ethnographic Evaluation; Informed Consent; *Life History Method; *Teacher Thinking

computers in the classroom; an uprising against the principal; advising the school newspaper; a teacher spending her own money on supplies; block scheduling; whole language versus phonics; teachers criticized by parents; the educational reform movement; teachers threatened by students; music and art program reductions; teachers overburdened by paperwork; conflict over social studies curriculum; handling students with attention deficit disorder; the dilemma of student teachers; foreign language class curriculum; inservice programs; students with serious personal problems; appropriate physical education curriculum; religion in the classroom; writing a student teacher recommendation; grading in art classes; teacher with an opportunity in an affluent district; a teacher's private life; dealing with death; corporal punishment; and troubled student joining an established class. (SM)

ED 447 117   SP 039 599

Ellison, Launa
The Personal Intelligences: Promoting Social and Emotional Learning.
PUB DATE- 01
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Brain; Diversity (Student); Elementary Secondary Education; Independent Study; *Interpersonal Competence; Learning; *Multiple Intelligences; Portfolio Assessment; *Socialization; Stress Management; Stress Variables; Students
IDENTIFIERS- Emotional Intelligence; Emotions; Goal Setting; *Intrapersonal Skills; Reflective Thinking

This book blends two of the multiple intelligences (intrapersonal and interpersonal) with current research on the brain and learning to create a new foundation for K-8 classrooms. It shares a teacher's classroom practices linking brain functions with the development of interpersonal and intrapersonal intelligence. Nine chapters include (1) "In the Beginning" (the brain, the first days of school, and shapers of the teacher's thoughts); (2) "Learning and Stress" (e.g., play, identifying stress, soothing oneself, teaching emotional vocabulary, and reading nonverbals); (3) "Emotions Affect Learning" (e.g., intrapersonal more than emotions, developmental issues, the biology of emotions, and reflective and reflexive); (4) "Personal Intelligences Across Curriculum" (e.g., symbolic messages, 2-hour work blocks, class record book, body systems, and research reports); (5) "Reflection, Goals, and Portfolios" (e.g., student reflection, end of the day reflection, goal setting, homework, and portfolios); (6) "Children in My Life" (students the teacher has worked with); (7) "Our Diversity" (e.g., diversity of perceptual strengths graphing diversity, and mindfulness); (8) "Nurturing Independence" (rubrics; content, collaboration, and choice; and empathy); and (9) "Expectations and Resources." Resources include: books connecting to personal intelligences; powerful learning; and a list of emotional vocabulary. (Contains 92 references.) (SM)

ED 447 118   SP 039 600

Havens, Craig M.
A Study To Determine the Effect of Resistance Training and

South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Females; Gender Issues; Higher Education; Preservice Teacher Education; Self Esteem; Sex Bias; *Sex Differences; Student Teacher Attitudes; Student Teachers; *Teaching Skills; Women Faculty
IDENTIFIERS- *Frustration

This study examined female preservice teachers' perceptions of gender differences in the learning and use of computer technology, examining: how they compared themselves to males with regard to computer technology; at what skill levels they rated themselves with regard to various educational technology applications; how levels of self-esteem equated with frustration when they worked with technology; and how they rated the effectiveness of their technology training with their teacher education program. Data from surveys of 45 student teachers and an interview with 1 student teacher related to the survey indicated that there were four overlapping themes: gender bias on the part of females (most thought that men knew more about and were more enthusiastic about computer technology); low self-esteem with computer technology and evidence of frustration; medium enthusiasm and competency levels in various educational technology programs; and an opinion expressing weakness in the technology training received from teacher education classes. The findings suggest that female teachers would be reluctant to embrace computer technology in the classroom and that teacher education programs do not do enough to encourage computer literacy among female students. (Contains 17 references.) (SM)

ED 447 138 SP 039 625

Dharmadasa, Indranie
Preservice Teachers' Perspectives on Constructivist Teaching and Learning.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Classroom Environment; *Constructivism (Learning); Early Childhood Education; Higher Education; Preservice Teacher Education; Preservice Teachers; Student Evaluation; Student Teacher Attitudes; Teaching Methods
IDENTIFIERS- African Americans; Direct Instruction

This study investigated how preservice teachers perceived constructivist teaching and how they perceived students' learning. The study sample consisted of 32 predominantly African- American preservice teachers enrolled in an early childhood program. Data were collected via a written assignment that asked them to describe their ideas about constructivist teaching and students' learning. Data analysis indicated that student teachers identified 14 major themes which could be categorized into four patterns. Eight of the themes related to children's learning in constructivist environments, four of the

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Accountability; Elementary Secondary Education; Guides; *Immigrants; *Language Minorities; Limited English Speaking; *Student Evaluation; *Systems Development

This guide contains specific comments and insights concerning the application of a standards-based evaluation and accountability system in schools and school districts that enroll significant concentrations of language minority and immigrant students. The guide introduces key concepts associated with the development and maintenance of a standards-based evaluation and accountability system and suggests approaches for the inclusion of English learner (EL) and immigrant students in the system. Guidance is also provided on appropriate assessment approaches to be used with EL students and on determining the appropriate language of assessment of individual EL students. The guide also contains examples of how to collect data, how to develop supportive reports on EL and immigrant student performance, and how to draw conclusions about program effectiveness, including how to use evaluation data to advocate for program improvement. Appendixes contain suggested standardized assessment approaches, determining the language of assessment, collecting data, and reporting student performance. (Contains 14 tables.) (SLD)

ED 447 160 TM 031 977

Hamilton, R. Newton; Shoemaker, Mary Amanda
Assessment Matrix for Classroom Instruction. Teacher's Handbook and Trainer's Manual and Participant's Materials. AMCI 2000.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 464p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum; Educational Assessment; Evaluation Methods; Intervention; *Matrices; *Student Evaluation; *Teaching Methods

The Assessment Matrix for Classroom Instruction (AMCI) is an attempt to combine curriculum alignment, instructional strategies, data analysis, goal setting, and intervention into one package. It is a tool to help teachers determine their effectiveness in teaching to the state and district standards, and was designed to help teachers address questions of: (1) standards and benchmarks; (2) assessment information (3) data interpretation; (4) goals for student performance; (5) strategies for improving instruction; and (6) evaluation. The AMCI is divided into six columns, each of which addresses questions in one of the six areas. This document contains the teacher's guide, teacher trainer's guide, and materials for participants in AMCI training. (SLD)

ED 447 161 TM 031 978

Marzano, Robert J.

DESCRIPTORS- Data Analysis; *Data Collection; Elementary Education; *Elementary School Teachers; *Evaluation Methods; *Program Evaluation

This guide gives elementary school educators the tools they need to get answers to their questions about program evaluation. It shows how to use information to work more effectively and efficiently, and its explains how to use program evaluation techniques to make sure that the solutions selected truly solve the problems of interest. The first two sections contain nine chapters that explain evaluation methods and getting answers to the educator's questions. The chapters of these first two parts are: (1) "The Basics of Evaluation"; (2) "First Steps"; (3) "Step 3--Make a Plan"; (4) "Step 4--Gather Data"; (5) "Step 5--Analyze Data"; (6) "Step 6--Interpret the Results of Your Analysis"; (7) "Taking-Stock Questions"; (8) "Effectiveness Questions"; and (9) "Solution-Seeking Questions." Part C is an evaluation "toolkit" that describes 22 tools for program evaluation, ranging from a checklist for planning and conducting the evaluation to a discussion of sharing findings. Part D lists resources for further information. (Contains 95 figures and 16 references.) (SLD)

ED 447 183 TM 032 070

Kifer, Edward

Large-Scale Assessment: Dimensions, Dilemmas, and Policy. Experts in Assessment.

PUB DATE- 01

NOTE- 137p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Student Evaluation; *Test Construction

IDENTIFIERS- *Large Scale Assessment; National Assessment of Educational Progress

This discussion of the challenges associated with contemporary assessments opens with the description of an assessment grid. The grid, which contains 11 dimensions on which assessments may vary and examples of its use, form the first third of the book. The National Assessment of Educational Progress, two international studies, and the Kentucky Instructional Results Information System are analyzed to show how the report card grid works. The second third of the book explains the dimensions and facets of the grid, and the final third of the book discusses the important issues related to assessments and suggests some things that might be done to bring about assessment results that improve education. The chapters are: (1) "The Setting"; (2) "Determining Purposes, Functions, and Targets: Reasons for Everything"; (3) "Selecting the Frameworks, Standards, and Stakes for Assessments"; (4) "Outcomes and Assessments"; (5) "Addressing the Thorny Issues"; and (6) "Monitoring What Matters." A resource section lists some informative Web sites about assessment. (Contains 147 references.) (SLD)

ED 447 184 TM 032 071

McMillan, James H.

Essential Assessment Concepts for Teachers and Administrators. Experts in Assessment.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Education; Disabilities; Disadvantaged Youth; *Job Skills; *Middle School Students; Middle Schools; Program Evaluation; Program Implementation; *Student Motivation; *Work Experience Programs

The Student Career Awareness Network (SCAN) at L. B. Johnson Middle School, New Mexico, seeks to target a wide range of students with differing abilities while incorporating School-To-Career's philosophy of instruction. SCAN uses work-related experiences such as project-based assignments, applications-based instruction, hands-on experience, and working in teams. The philosophy targets the needs of low-achieving students, English language learners, the economically disadvantaged with mild to severe disabilities as well as the gifted, and a broad range of students with no identified disabilities. In this evaluation of the first year of program implementation, general education students from five classes of a social studies teacher participated in the program. Two classes received the full SCAN program, two other classes received sensitivity/employability training only, and a fifth class had no particular focus on work education. The evaluation showed that the program followed the proposal very closely. The SCAN program increased the motivation of special education students and may have given both special and regular education students a more realistic view of the work place as evidenced by their change in motivation for school subscale scores. The program appeared to enhance the interactions between special and regular education students. Some plans for the SCAN program in subsequent school years are outlined. Appendix A lists program goals, and Appendix B is an essay titled "Classroom Assessment of Attitude Change" by Kristen Cruser and Shelly DeAbreu. (Contains 22 references.) (SLD)

ED 447 205 TM 032 113

Piburn, Michael; Sawada, Daiyo
Reformed Teaching Observation Protocol (RTOP) Reference Manual. Technical Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 44p.; With Jeff Turley, Kathleen Falconer, Russell Benford, Irene Bloom, and Eugene Judson.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; *Educational Change; Elementary Secondary Education; Measures (Individuals); Reliability; *Teacher Evaluation; *Teaching Methods
IDENTIFIERS- Arizona; *Reform Efforts

The Reformed Teaching Observation Protocol (RTOP) was created by the Evaluation Group of the Arizona Collaborative for Excellence in the Preparation of Teachers (ACEPT) as an observational instrument designed to measure "reformed" teaching. This document is a guide to its use. The theoretical concepts that guided the development of the instrument are presented, as are reliability and validity information. In addition, the results of an exploratory factor analysis of the RTOP are presented. The RTOP, developed in 1998 and 1999, was used on all courses in the Fall 1999 evaluation of the ACEPT program. Results show that the RTOP is highly worthwhile in the study of mathematics and science classrooms in middle and high

(141)
DESCRIPTORS- *Economic Impact; Family Income; Incentives; Low Income Groups; Poverty; *Public Policy; State Programs; *Taxes; Trend Analysis; Urban Youth
IDENTIFIERS- Child Care Costs; *Working Poor

This paper discusses some of the ways in which state tax systems affect low-income families. The focus is on the working poor. Why state tax policy matters for these families is explained, describing some general trends in state tax structure among the 50 states. Attention is then paid to details on personal income and sales taxes in a subset of 13 states that have been the focus of the Assessing the New Federalism program. These states represent a wide variety of income distributions and tax structures. The implications of these tax policies for different types of families are discussed in terms of their after-tax income levels and work incentives. The various policy options states have to increase tax relief for low-income families are outlined, as are the issues states must consider in evaluating these alternatives. There is great diversity in how states tax low-income families. Some states impose substantial tax burdens through income taxes and sales taxes, while others provide generous subsidies through earned income tax credits similar to the federal version. A few states provide refundable child care credits as well. (Contains 10 tables, 4 figures, 11 references, and 23 endnotes.) (SLD)

ED 447 227 UD 033 841

Redmond, Christina; Clinedinst, Melissa; O'Brien, Colleen
Educating the Emerging Majority: The Role of Minority-Serving Colleges & Universities in Confronting America's Teacher Crisis. A Report from the Alliance for Equity in Higher Education.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; *Diversity (Student); Elementary Secondary Education; *Equal Education; Higher Education; Institutional Characteristics; *Minority Groups; *Teacher Education; *Teacher Supply and Demand

This report examines the roles that minority serving institutions (MSIs) play and the challenges they face in educating students of color. The U.S. Census Bureau projects that students of color will become the majority in K-12 classrooms by the middle of the 21st century. Despite this shift, classroom teachers are not broadly representative of the students they teach; 9 of 10 U.S. teachers are white. Data from MSIs that make up the Alliance for Equity in Higher Education as well as profiles of teacher education programs at some MSIs show some of the ways that institutions are preparing qualified teachers of color. MSIs produce a large number of teacher education graduates in areas of high national need, such as mathematics and science. The diversity of teacher education graduates from Alliance member institutions is in stark contrast to that of non-Alliance institutions. The analyses in this report demonstrate the critical role of MSIs in preparing teachers of color. Some specific recommendations are made to support MSI, including increased federal resources, broader public investments, higher teacher salaries, and public awareness campaigns. The report also calls for partnerships among institutions that serve large numbers of students of color and increased study of minority race. It chronicles the experiences of 8 communities that convened conversations about education and race involving about 1,000 participants in over 60 public forums nationwide. The report presents strategies and hands-on tools for encouraging and helping communities interested in holding their own conversations on education and race. Section 1, "Stories from the Field," chronicles the experiences of eight communities. While geographically and demographically different, each confronts similar educational issues. They share information on such issues as community context, local partners, goals and objectives, planning, gathering facts, engaging the public, and the future. Section 2, "Tools and Lessons Learned," presents actual materials developed and used to plan and conduct effective conversations. It offers lessons learned from organizers and participants to improve discussion experiences, focusing on getting started, planning conversations, researching the school and community, engaging the public, publicizing the work, evaluating conversations, and moving on. Some of the report's findings are that conversation creates understanding; parents are eager for results; holding public forums on education and race is labor-intensive; relationships are critical; and diversity brings riches. An appendix presents national partners and funders. (SM)

ED 447 247   UD 033 873

Orfield, Gary, Ed.; DeBray, Elizabeth H., Ed.
Hard Work for Good Schools: Fact Not Fads in Title I Reform.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 210p.; Produced by the Civil Rights Project, Harvard University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Access to Education; *Civil Rights; Educational Change; Educational Improvement; *Educational Legislation; Educational Research; Elementary Secondary Education; Financial Support; High Risk Students; *Poverty; Program Evaluation; School Districts; State Government; State Standards; Teacher Role
IDENTIFIERS- *Elementary Secondary Education Act Title I; Reform Efforts

This collection of papers examines how to gain more from Title I's goal of improving educational opportunity for poor children, offering evidence about educational gains and underscoring the civil rights implications of this legislation. In preparing for the 1999 reauthorization of Title I, the Civil Rights Project at Harvard University commissioned research to examine this federal program. Papers include: "Strengthening Title I: Designing a Policy Based on Evidence" (Gary Orfleid); "Beyond Compensation: Rethinking Title I Based on Research" (Elizabeth H. DeBray); "Title I: From Funding Mechanism to Educational Program" (Gary Natriello and Edward L. McDill); "Making Title I More Effective: Lessons from Recent Research" (David Grissmer and Ann Flanagan); "Instruction, Poverty, and Performance" (Heather C. Hill, David K. Cohen, and Susan L. Moffitt); "Teacher Roles and Student Achievement in High-Poverty Schools: Implications for Title I Schoolwide Improvement" (Jerome V. D'Agostino); "How Title I Can Become the Engine of Reform in America's Schools" (Robert E. Slavin); "Older Students Also Need Major Federal Compensatory Education

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College School Cooperation; *Computer Uses in Education; Cooperative Programs; Educational Change; Elementary Secondary Education; Faculty Development; Higher Education; Interaction; *Internet; Qualitative Research; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Access to Technology; Home Computers; Pittsburgh School District PA; Supercomputers; *Technology Utilization; University of Pittsburgh PA

This paper explores the impact of Internet access in schools on teachers' professional lives, experiences, and capabilities. The research was conducted within the context of Common Knowledge: Pittsburgh a project designed as a collaboration between the University of Pittsburgh (Pennsylvania), the Pittsburgh Public Schools, and the Pittsburgh Supercomputing Center that provides supercomputing and technical resources to scientists and researchers throughout the country. The major data-gathering methods were qualitative observations, semi-structured interviews, account holder surveys, and the collection of archival material. Findings related to the following consequences of teacher Internet use are reported: increased work-related communication with others; increased interaction within the school; increased interaction outside of the school; increased opportunities for engagement in professional development activities; increased knowledge of computing and the Internet; home computer purchases by teachers; expansion of the teacher's role outside of the classroom; and increased professional pride and enthusiasm. (Contains 23 references.) (MES)

ED 446 749 IR 020 383

Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, Tennessee, April 9-11, 2000).
PUB DATE- 00
NOTE- 200p.; For the 1999 proceedings, see ED 436 111. For individual papers, see IR 020 384-400.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Courseware; Curriculum Development; Distance Education; *Educational Technology; Elementary Secondary Education; Faculty Development; Futures (of Society); Higher Education; Information Technology; *Instructional Development; Internet
IDENTIFIERS- *Technology Integration; *Technology Utilization

Presentations at this conference addressed the following topics related to instructional technology: (1) the community of learning, including students' roles in the technology revolution, how technology-based tools enhance collaborative learning, community outreach through technology, and legal issues involving intellectual property/copyright; (2) course delivery for the new millennium, including online learning, satellite or instructional television, compressed video, technology integration, use/evaluation of online course software, adaptive technology, online corporate training, online constructivist learning, and asynchronous/synchronous tools and approaches; (3) supporting instructional technology, be a leader. (Contains 15 references.) (MES)

ED 446 770 IR 057 914

Lance, Keith Curry; Rodney, Marcia J.; Hamilton-Pennell, Christine
Measuring Up to Standards Findings: The Impact of School Library Programs & Information Literacy in Pennsylvania Schools.
PUB DATE- 00
NOTE- 29p.; For the Measuring up to Standards Report, see IR 057 915.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; Correlation; Elementary Secondary Education; *Information Literacy; Information Technology; *Library Personnel; *Library Services; Library Surveys; *Reading Achievement; Reading Tests; *School Libraries; Scores; State Standards; Tables (Data)
IDENTIFIERS- Pennsylvania; *Staffing Patterns

This study establishes the link between the presence of adequate school library staffing and higher academic achievement as indicated by PSSA (Pennsylvania System of School Assessment) reading scores. School library staffing is correlated with such scores; as library staffing rises, reading scores rise. This correlation is not explained away by other school conditions, such as per pupil expenditures by school or the teacher-pupil ration. Likewise, the relationship is not explained away by community conditions, such as poverty and low adult educational attainment. Several characteristics of school library programs beyond staffing help to explain the relationship between library staffing and academic achievement. These characteristics include: school library expenditures; information resources; information technology; and staff activities that help to integrate information literacy into the school's approaches to standards and curricula. This report contains 14 data tables and several statements by school librarians. (MES)

ED 446 771 IR 057 915

Lance, Keith Curry; Rodney, Marcia J.; Hamilton-Pennell, Christine
Measuring Up to Standards: The Impact of School Library Programs & Information Literacy in Pennsylvania Schools.
PUB DATE- 00
NOTE- 111p.; For the Measuring up to Standards Findings, see IR 057 914.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Standards; Correlation; Elementary Secondary Education; *Information Literacy; Information Technology; *Library Personnel; *Library Services; Library Surveys; *Reading Achievement; Reading Tests; *School Libraries; Scores; State Standards; Tables (Data)
IDENTIFIERS- Pennsylvania; *Staffing Patterns

This document reports on a project that examined the impact of school library media centers on academic achievement in Pennsylvania. The project also determined the impact on academic achievement of: specific activities of certified school librarians; principal and teacher support of school library programs; and information technology, particularly licensed databases and the Internet/World Wide Web. A sample of confirms that connecting training to job opportunities results in higher wages than job search alone, and is promising for other low-income students that colleges serve. Under WorkFirst, welfare and low-income workers with low basic skills are being served in new ways that streamline training by instructing basic skills in the context of a single parent's dual roles and responsibilities, as worker and head of family. The college system implemented tuition assistance for low-income working adults and is following their progress towards certificates and degrees. WorkFirst Reinvestment Programs have started to change the ways colleges provide training and services to welfare and other low-income working adults. (VWC)

ED 446 792 JC 000 731

Accountability and Productivity in the Illinois Community College System Report.
PUB DATE- 00
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; College Role; *Community Colleges; *Educational Assessment; *Productivity; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

This report highlights and summarizes accountability activities and initiatives submitted by Illinois's 48 community colleges in their Accountability/Program Review Reports. This report has three primary sections: (1) Accountability Special Focus Area, which describes college priorities, performance-based incentives--district-based goal, and academic and student services--and availability and accessibility; (2) Analyses of the Results of Fiscal Year 2000 College Program Reviews, which examines programs in five academic disciplines, 37 occupational program areas, and in adult and developmental education and English as a Second Language; and (3) State-Level Initiatives, which discusses initiatives undertaken at the state level in support of the role community colleges in Illinois play in meeting local and statewide needs for education and workforce development through high quality, accessible, and cost-effective programs and services. This report provides evidence that Illinois's comprehensive community colleges play a vital role in the state's educational and workforce preparation; they provide access and opportunity to nearly one million diverse students annually. They are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. Illustrates that the colleges are committed to continuous improvement of their programs and services and that they have strategic planning processes in place to address future needs. Appendices include community college program review tables. (VWC)

ED 446 793 JC 000 732

Buck, Jo Ann; Frank, Macgregor
Preparing Future Community College Faculty: News from the Bat Cave.
PUB DATE- 00
NOTE- 10p.; With Toni Cowan.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

their roles to nurture the physical, social, emotional, and intellectual development of their early teen. Focusing on parental involvement and communication and presented in a question-answer format, the chapters of the book are as follows: (1) "All in the Family '90s Style: Living with an 11- to 14-Year-Old in the Family"; (2) "The Invasion of the Body Snatchers: Physical Changes"; (3) "I'm Raising Dr. Jekyll--Or Is It Mr. Hyde? Emotional Changes"; (4) "Since When Did We Become Dumb and Dumber? Cognitive Changes"; (5) "Stop Treating Me Like a Child! Independence"; (6) "Sex, Drugs, and Rock 'N' Roll: Experimenting and Taking Risks"; (7) "Couch Potato Meets Big Mac Addict: Nutrition and Physical Activity"; (8) "Their Circle of Friends: Peers"; and (9) "Monday--Again? School." Case examples and conversations of teens and parents are used throughout the book to illustrate points and better explain technical material. (Contains 69 references.) (KB)

ED 446 813 PS 028 793

The Progress of Nations, 1998: The Nations of the World Ranked According to Their Achievements in Fulfilment of Child Rights and Progress for Women.
PUB DATE- 98
NOTE- 43p.; Photographs may not copy adequately. For 1997 edition, see ED 417 847.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adolescents; *Child Health; *Child Welfare; Children; Childrens Rights; Comparative Analysis; Developed Nations; Developing Nations; Diseases; *Females; Foreign Countries; *Homeless People; Immunization Programs; Sex Fairness; Well Being
IDENTIFIERS- *Birth Certificates; United Nations Convention on Rights of the Child; *Vaccination

This report summarizes the latest available statistics on international achievements in registering each child at birth; immunizing all children; assisting adolescents, particularly girls; and addressing homelessness in wealthy nations. Each of the report's sections contains a commentary, related statistics, and a discussion on progress and disparity in the section's particular area. Following a foreword by United Nations Secretary-General Kofi A. Annan, and an introduction by Carol Bellamy, executive director of UNICEF, the sections of the report are: (1) "Birth Registration: The 'First' Right" (Unity Dow); (2) "Immunization: Going the Extra Mile" (Ralph H. Henderson); (3) "Claiming the Future" (Geeta Rao Gupta), on meeting the needs of adolescents; and (4) "Hardship in the Midst of Plenty" (Philip Alston), on conditions of the homeless. (EV)

ED 446 814 PS 028 794

The Progress of Nations, 1999.
PUB DATE- 99
NOTE- 47p.; Photographs may not copy adequately. For 1998 edition, see PS 028 793.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Child Health; *Child Welfare; *Children; Childrens Rights; Comparative

*Problem Solving; *Teacher Student Relationship; *Young Children
IDENTIFIERS- Adult Child Relationship; *Peace Education

This paper discusses classroom practices contributing to positive, peaceful interactions between adults and young children. The paper begins with reminders about the development of self-control as a crucial aspect of peacefulness, the role of the toddler's developing autonomy, and the development of a sense of fairness in prekindergarten children. The paper notes the importance of positive adult role models who have a daily quiet time, engage in meditation or prayer, and are mindful of their vocal inflection and body language. Suggestions for fostering peaceful environments are given, including using visual reminders, having orderly homes and classrooms, providing aesthetic experiences that promote peace, telling stories about problem solving, and limiting and monitoring television viewing. Inappropriate strategies for dealing with conflict are delineated, including the avoidance of threats, physical reactions, name calling, bringing up the past, and inattentive listening. Appropriate strategies are described, such as identifying the real problems, and demonstrating mutual respect for everyone's feelings. Also noted are procedures to help adults keep perspective as they help children work through steps of conflict resolution. The paper concludes by asserting that peace starts with positive interactions at home, in the community, and at school, and that each individual has the responsibility to respond, rather than react, to conflict. (KB)

ED 446 834 PS 028 955

Snyder, Howard N.
Sexual Assault of Young Children as Reported to Law Enforcement: Victim, Incident, and Offender Characteristics. A NIBRS Statistical Report.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Statistics.; American Statistical Association, Washington, DC.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Crime; Criminals; Incest; National Surveys; *Sexual Abuse; Statistical Surveys; *Victims of Crime; *Young Children

Until recently, law enforcement and policymakers had few hard data on the child victims of sexual abuse, offenders, and other characteristics of these crimes on which to base a response. The National Incident-Based Reporting System (NIBRS), capturing a wide range of information on each sexual assault incident reported to law enforcement, can provide such information. Two research bases were extracted from 1991 through 1996 NIBRS master files, one summarizing information for the 60,991 victims of sexual assault, and the second compiling information for the 57,762 victim-identified offenders. The findings indicated that 67 percent of sexual assaults are against juvenile victims. Juvenile victims of sexual assault were more likely to be male (18 percent) than were adult victims (4 percent). Juvenile victims were more likely to be victimized with others (20 percent) than were adults (4 percent). Nearly 5 of every 6 sexual assaults of young juveniles occurred in a residence, whereas crimes against older juveniles and adults were more likely to occur elsewhere. Adults were the offenders in 60 percent of sexual assaults of youth under age 12. Rarely were the offenders strangers to the victims. Sexual assaults of

PUB DATE- 00
NOTE- 12p.; Paper presented at the European Conference on Quality in Early Childhood Education (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Beliefs; Childhood Attitudes; *Childrens Art; Cognitive Development; Early Childhood Education; *Evaluation Methods; Pilot Projects; *Preschool Teachers; Student Evaluation; Teacher Student Relationship; Visual Arts; *Young Children
IDENTIFIERS- *Constructs; Conversation; *Repertory Grid Technique

The repertory grid is a technique used in psychological and behavioral studies to elicit individuals' personal constructs. This pilot study examined the feasibility of using this technique with young children in early childhood education settings with regard to visual art education, based on the view that listening to, and appreciating children's opinions and criteria about their own work and that of others is essential to understanding why children's work is the way it is. Repertory Grid offers a more structural basis for conversation and feedback in art education than does an open interview. Participating in the pilot study were two 5-year-olds. One feedback conversation was held with each child separately, as well as one unusable conversation with both children together, to elicit their constructs. During the conversations, 5 art works (elements) were selected from about 10 the child had made at home or at art school within the preceding 6 months. Constructs (product quality or action) were elicited from the child and were used to compose a grid in which all elements were allotted to constructs, using graded scales. Findings of the study indicated that the time needed for intensive conversation with young children is at most 20 minutes, breaks are needed to support and maintain motivation, the role of children's linguistic ability is crucial, and extra incentives may be needed to maintain interest. (Contains 12 references.) (KB)

ED 446 855 PS 028 989

The Minnesota Child Passenger Restraint and Education Account. A Report to the Minnesota Legislature on Activities and Expenditures as Required by the 1994 Session Laws, Chapter 635, Section 15 as Contained in M.S. 169.685, Subdivision 7.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Safety; *Children; Financial Support; Parent Education; Program Descriptions; *Restraints (Vehicle Safety); State Legislation; State Programs
IDENTIFIERS- Minnesota

Minnesota Statute 169.685 (Seat Belts and Passenger Restraint Systems for Children) requires all drivers to correctly place children under the age of 4 years in child car seats. In response to the requirements of the amended statute, this report presents information to the Minnesota legislature on the commissioner's activities and expenditure of funds related to this section. The report presents background information on the use of car seats and their impact on reducing deaths of extended-day program models, and a brief annotated bibliography. Contains a 178-item bibliography. (HTH)

ED 446 874 PS 029 032

Katz, Lilian G., Ed.; Rothenberg, Dianne, Ed.
Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Fall 2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 190p.; For earlier versions of individual papers, see ED 438 086, ED 440 756, ED 438 955 and PS 029 033-35. For Spring 2000 edition, see ED 439 849. Published biannually.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Early Childhood Education; Early Experience; *Educational Policy; *Electronic Journals; Foreign Countries; *Grants; Language Acquisition; *Science Education; Young Children
IDENTIFIERS- Adult Child Relationship; Europe; *Professional Role; *Project Approach (Katz and Chard)

Early Childhood Research and Practice (ECRP), a peer-reviewed, Internet-only journal sponsored by the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE), covers topics related to the development, care, and education of children from birth to approximately age 8. ECRP emphasizes articles reporting on practice-related research and on issues related to practice, parent participation, and policy. ECRP also includes articles and essays that present opinions and reflections. The first part of this issue of ECRP contains the following major articles: (1) "Readiness for School: A Survey of State Policies and Definitions" (Gitanjali Saluja, Catherine Scott-Little, and Richard M. Clifford); (2) "Conceptualizing the Professional Role in Early Childhood Centers: Emerging Profiles in Four European Countries" (Pamela Oberhuemer); (3) "Language Development and Science Inquiry: The Head Start on Science and Communication Program" (Evelyn R. Klein, Penny L. Hammrich, Stefanie Bloom, and Anika Ragins); and (4) "Starting Child Care: What Young Children Learn about Relating to Adults in the First Weeks of Starting Child Care" (Carmen Dalli). The Observations and Reflections section contains the article, "Early Childhood Educators and the FIS Grant Program: An Interview with Naomi Karp." The Features section contains an article on the Project Approach: "The Hairy Head Project" (Barbara Gallick). The issue concludes with an ERIC database search on science education and young children, and a description of new ERIC/EECE publications and activities, along with general information and links related to the journal. (HTH)

ED 446 875 PS 029 033

Saluja, Gitanjali; Scott-Little, Catherine; Clifford, Richard M.
Readiness for School: A Survey of State Policies and Definitions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 55p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care and Education of Young Children, Fall 2000; see PS 029 032.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Todd, John J., Ed.

Earthlinks '97: Proceedings of the Biennial National Conference of the Australian Association for Environmental Education and the Marine Education Society of Australasia (9th, Hobart, Tasmania, Australia, January 13-17, 1997).

PUB DATE- 97

NOTE- 322p.; Also produced by the Marine Education Society of Australasia.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Environmental Education; Foreign Countries; Higher Education; Instructional Materials; Multimedia Instruction; Teaching Methods

IDENTIFIERS- Australia

This document contains the proceedings of the 9th Biennial National Conference of the Australian Association for Environmental Education and the Marine Society of Australasia. The contents provide a valuable snapshot of the state of environmental education in Australia while moving towards the end of the 20th century. Papers include: (1) "Stand Up, Stand Up and Be Counted: Exploring Three Myths in Environmental Education" (Fien, J.); (2) "Learning through Landscapes: The Importance of School Grounds" (Lucas, B.); (3) "Using a Multimedia Approach to Design an Environmental Education Package" (Albion, I.); (4) "What Difference Can a Good Question Make? An Introduction to Strategic Questioning" (Allan, B.; Shields, K.); (5) "The Role of Environmental Interpretation in the Management of the Natural Resources in a Recreational Area" (Arevalo-Vigne, I.; Adams, M.); (6) "AWARE (Victoria): Educators Who Talk Rubbish" (Armstrong, P.); (7) "Educating about Genetic Engineering: The Hard Cell to Buy New Genes" (Benn, K.); (8) "EnviroSchool: A Model for Environmental Education at the Secondary-Tertiary Interface" (Buchan, G.D.; Leonard, R.L.; Shore, B.); (10) "Conservation Districts: More Than 50 Years of Community-Based Conservation in the United States" (Chandler, J.); (11) "Community Education for Waste Reduction: A Review of Education Programs in NSW" (Collier, G.); (12) "Bangor Landcare in Action Engendering a Natural Relationship" (Daly, C.; Dunbabin, T.); (13) "Environmental Education in Early Childhood: Exploring the Links" (Elliot, S.); (14) "The Development of Pedagogical Theory for Environmental Science and Management Studies" (Ernsteins, R.); (15) "Interactive Displays and the Environmental Message" (Evans, D.); (16) "Into the Dragon's Lair, a Community-based, Marine Monitoring Project" (Flaherty, T.; Russell, V. J.); (17) "Making Links: Small Businesses, the Environment and the Community the SOLUTIONS to POLLUTION Small Business and Industry Environmental Review and Education Program" (Ford, C.; Maheshwari, M.); (18) "Mentoring of Environmental Education Leaders: Stages of the Relationship" (Fortino, C.); (19) "Project Wild--A Curriculum Innovation for Environmental Education: Its Usefulness Beyond the University Coursework Boundary" (Fortino, C.; Kwan, T.); (20) "Critical Thinking and Action Learning in Education for the Environment: Some Insights from Learning and Teaching with Unemployed Young People" (Gibson, G.); (21) "For a Common Cause: Case Studies in Communities and Environmental Change" (Gibson, G; Bishop, M.); (22) "Waterwatch Australia (Environmental Education for the Whole Community)" (Gowland, K.; Foster, D. J.); (23) "Renewable Energy: Here Today and Here Tomorrow" (Gray, A. T.); (24) "Evolving an Asian-South Pacific Framework for Adult and

maintaining the notion of science for all through educational reform. Cultural myths are defined as networks of beliefs and values, and they have the potential of influencing science and science education. Not until recently did educators realize the importance of myths and their influence on the discourse of school science. Four different cultural myths are explored: (1) scientific literacy is a necessity for all U.S. students; (2) it is possible to have a universally shared vision of scientific literacy for all students; (3) females and minorities and science; and (4) current reform rhetoric calling for "science for all" reflects the swing of the proverbial education pendulum. (Contains 35 references.) (YDS)

ED 446 917 SE 063 899

Berenson, Sarah B.; Dawkins, Karen
Considering Science and Mathematics Teachers' Needs When Restructuring Graduate Education.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty; Higher Education; Knowledge Base for Teaching; Mathematics Education; *Mathematics Teachers; *Pedagogical Content Knowledge; Preservice Teacher Education; Science Education; *Science Teachers; *Teaching Methods
IDENTIFIERS- North Carolina

The objective of this research study was to determine the graduate education needs of North Carolina's mathematics and science teachers. Federal and state mandates require a restructuring of graduate education in order to focus on professionalism in teaching. To validate this top-down approach, mathematics and science teachers were asked to tell about their professional development needs. The study consists of two parts. The first part examined 467 teachers' anonymous responses to a paper and pencil survey. The emphasis in Part One was to gather information about the teachers' needs with regard to the curriculum aspects of graduate study. Researchers interviewed teachers individually in Part Two of the study to determine the pedagogical issues associated with university instruction. Considering that learning is a process of making meaning, teachers recognize the importance of understanding how students learn. It is from these and other contemporary perspectives that the study of teaching and learning emerges as a key element of graduate education for science and mathematics teachers. (ASK)

ED 446 918 SE 063 902

Blakely, Alan; Desmond, Fadia; Potter, Gregory
Postbaccalaureate Reapplicant Pre-Medical Students Taking a Constructivist Physics Course.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Student Motivation; *World Wide Web

This paper provides a background of the development of hypermedia technology and describes a hypermedia system that could be used to teach probability and statistics through a web-based interface. (Contains 30 references.) (Author/WRM)

ED 446 942 SE 064 011

Carneiro, Mara Lucia; Saikoski, Katia
Engineering Education Using Technological Resources: The Experience of Chemical Engineering Department at PUCRS.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemical Engineering; *Computer Uses in Education; Foreign Countries; Higher Education; *Instructional Effectiveness; *Instructional Materials; *Internet; Multimedia Instruction; Student Attitudes
IDENTIFIERS- *Brazil

This paper presents experiences introducing computers and the Internet to stimulate cooperative work and improve the way students learn chemical engineering. (Author/WRM)

ED 446 943 SE 064 021

Every Child Mathematically Proficient: An Action Plan.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140)
DESCRIPTORS- *Educational Change; Educational Improvement; Educational Research; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Instruction; Professional Development

The knowledge and use of mathematics is essential in everyone's life; therefore, learning mathematics is central to elementary and secondary education. American students, however, continue to lag behind their world peers in mathematics achievement. Furthermore, substantial achievement gaps exist between groups of these students. The Learning First Alliance advances this Action Plan to bring American students to world-class levels in mathematics. This document discusses goals, achievement, curriculum changes, professional development, parent and the public roles, and research-based reforms. (Contains 54 references.) (ASK)

ED 446 944 SE 064 084

Jordan, Miriam M.; Padilla, Michael
The Impact of Block Scheduling on Science Education in a Rural Georgia High School.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March

children with nature, teach hands-on science and environmental education, and beautify barren school grounds. In order for all United States schools to establish gardens, school ground improvement must become an important educational and community priority. This goal could be achieved by the formation of a unified political and educational coalition lobbying for school ground improvement based on evidence that school gardens can improve the academic and social behaviors of students. Examples for school gardens and resources on gardening are presented. (SAH)

ED 446 966 SE 064 210

Smit, Mel
My Patch of Earth: Using the Schoolground as a Teaching and Learning Referent for an Environmental Ethic.
SPONS. AGENCY- Curtin Univ. of Technology, Perth (Australia).; Organisation for Economic Cooperation and Development, Paris (France).; Learning through Landscapes Trust, Winchester (England).
PUB DATE- 97
NOTE- 12p.; Paper presented at the Learning through Landscapes: Grounds for Celebration Conference sponsored by the Organisation for Economic Cooperation and Development and the Department for Education and Employment (Winchester, United Kingdom, September 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Environmental Influences; Ethics; Gardens; *Hands on Science; *Outdoor Education; Teaching Methods
IDENTIFIERS- *Outdoor Recreation

The schoolground is a small and vital piece of earth--a microcosm of a diverse and sustaining world. Promoting an environmental ethic in this location is a challenging opportunity for educators. This paper shows that natural places in schoolgrounds can provide the venue for exciting and ongoing teaching and learning opportunities in this outdoor classroom. This paper first presents how stories and a spiritual connection to the land can enhance an environmental ethic. An assessment of the ecoliteracy and Earth Education programs is outlined. This is followed by an introduction to the Australian Timelines project and the Globe Program which are initiatives which promote the regular observation and monitoring of natural events to explore concepts of ecology. The paper then introduces the story "My Patch" as a referent for teaching and learning about the natural environment. Developed by the author, with a class of 6 year old children, the story provides an integrated learning focus characteristic of a holistic view of education. The story describes the experience of a child who adopted a piece of the earth in the schoolground. The importance of narrative as a way of promoting a sensitive relationship with the earth is presented. The final section of the paper discusses the relevance of "My Patch" in supporting teaching and learning and in promoting an environmental ethic. (Contains 19 references.) (Author/SAH)

ED 446 967 SE 064 211

Tyas-Tunggal, Helen

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Elementary Secondary Education; *Integrated Activities; *Mathematics Education; Physical Sciences; Relevance (Education); *Science Education; Science Instruction; Social Studies
IDENTIFIERS- NOVA (Television Series)

This teacher's guide complements five programs that aired on the Public Broadcasting System (PBS) in the fall of 1999. Programs include: (1) "Fall of the Leaning Tower"; (2) "Everest: The Mystery of Mallory and Irvine"; (3) "Time Travel, Decoding Nazi Secrets"; (3) "Voyage of Doom"; and (5) "Barely Breathing". It provides activity set-ups related to the programs and what to do before and after watching the programs. Activity sheets, answers for the activity sheets, and additional resources are also included. (ASK)

ED 446 991 SE 064 296

Colombo, Luann; Ransick, Kristina; Recio, Belinda
NOVA Spring 1999 Teacher's Guide.
SPONS. AGENCY- Northwestern Mutual Life Insurance Co., Milwaukee, WI.
PUB DATE- 99
NOTE- 47p.; Published semiannually. Also funded by the Park Foundation and lomega.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Elementary Secondary Education; *Integrated Activities; *Mathematics Education; Physical Sciences; Relevance (Education); *Science Education; Social Studies
IDENTIFIERS- NOVA (Television Series)

This teacher's guide complements six programs that aired on the Public Broadcasting System (PBS) in the spring of 1999. Programs include: (1) "Surviving AIDS"; (2) "Secrets of Making Money"; (3) "Escape!: Fire"; (4) "Escape!: Car Crash"; (5) "Volcanoes of the Deep"; and (6) "Odyssey of Life: Part 1. The Ultimate Journey". It provides activity set-ups related to the programs and what to do before and after watching the programs. Activity sheets, answers for the activity sheets, and additional resources are also included. (ASK)

ED 446 992 SE 064 297

Colombo, Luann; Gregoire, Tanya; Ransick, Kristina; Sammons, Fran Lyons; Sammons, James
NOVA Spring 2000 Teacher's Guide.
SPONS. AGENCY- Northwestern Mutual Life Insurance Co., Milwaukee, WI.
PUB DATE- 00
NOTE- 46p.; Published semiannually. Also funded by CNET and the Park Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Elementary Secondary Education; *Integrated Activities; *Mathematics Education; Relevance

opportunities presented by conditions in Russia. The background reading provides students with the knowledge needed to take part in the debate on the U.S. role in Russia's post-Cold War transition. Part 1 offers an historical overview of U.S. relations with the Russian empire and the Soviet Union. Part 2 surveys the economic and political changes that Russia has undergone since the Soviet collapse, with special attention given to Russia's evolving foreign policy. Part 3 concentrates on the leading challenges facing U.S. policymakers with respect to Russia and its neighbors. An optional reading features an excerpt from a Soviet-era textbook. Includes five- and three-day lesson plans. (BB)

ED 447 015 SO 032 204

Global Environmental Problems: Implications for U.S. Policy. Teacher's Resource Book and Student Guidebook . Public Policy Debate in the Classroom: Choices for the 21st Century Education Project. 9th Edition.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economic Development; Environment; *Environmental Education; Foreign Countries; *Foreign Policy; Futures (of Society); *Global Education; *International Cooperation; *International Relations; Political Science; Secondary Education; Social Studies

This teacher resource text and student text are part of a continuing series on current and historical international issues, placing special emphasis on the importance of educating students in their participatory role as citizens. It examines the relationship between public policy in the United States and the ecological health of the planet. Students will join in the process of assessing global environmental problems and grapple with the same questions that are confronting U.S. policymakers. At the core of the unit is a framework of four distinct options for U.S. policy toward global environmental problems. The background reading introduces students to the complexities of the debate on the environment. Part 1 outlines the causes and effects of climate change, ozone depletion, acid rain, deforestation and desertification, and the decline of biodiversity. Part 2 explains how the developed world, the former Soviet bloc, newly industrializing countries, and developing nations each pose distinct threats to the global environment. Part 3 discusses the environmental agenda of the international community and examines key components of the controversy over U.S. environmental policy. Includes five- and three-day lesson plans. (BB)

ED 447 016 SO 032 206

Shifting Sands: Balancing U.S. Interests in the Middle East. Public Policy Debate in the Classroom: Choices for the 21st Century Education Project. Student Guidebook and Teacher's Resource Book.
PUB DATE- 00
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

(BT)

ED 447 037 SO 032 265

Shaw-Elgin, Linda; Kurkowski, Bob; Jackson, Jane; Syvertson, Karen; Whitney, Linda; Riehl, Lori
North Dakota Visual Arts Content Standards.
PUB DATE- 00
NOTE- 60p.; For a companion document, "Visual Arts Performance Standards at Grades 4, 8 and 12 for North Dakota Visual Art Standards and Benchmarks," see SO 032 264.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Activities; *Benchmarking; Elementary Secondary Education; Performance Based Assessment; Public Schools; *State Standards; Student Educational Objectives; Student Evaluation; *Visual Arts
IDENTIFIERS- *North Dakota

The standards in this document are based on previous North Dakota standards, national standards, and standards from other states. The purpose of these standards is to provide a framework from which teachers in North Dakota can design their visual arts curriculum. The expectations for the knowledge and skills that students should acquire are defined in the document using several levels of specificity. Standards are applied to four visual arts disciplines: production, aesthetics, art history, and art criticism. Each standard is supported by benchmarks, specific knowledge, and sample activities for grades K-4, 5-8, and 9-12. The document identifies the following standards in the visual arts: (1) Visual Art Media, Techniques, and Processes; (2) Structure and Function; (3) Subject Matter, Themes, Symbols, and Ideas in Visual Art; (4) Visual Art History and Culture; (5) Merits of Works of Visual Art; and (6) Connections. (BT)

ED 447 038 SO 032 268

Belles, Donald A.
Habermas' Societal Critique and the Concept of Forgiveness: An Exploratory Paper.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Seattle Pacific University Conference on the Social and Moral Fabric of School Life (Edmonds, WA, October 14-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Individual Development; Integrated Curriculum; Models; *Moral Values; Secondary Education; *Social Problems
IDENTIFIERS- Character Development; Character Education; *Forgiveness; *Habermas (Jurgen); Theoretical Orientation

Jurgen Habermas' concepts of the Theory of Human Interests, although a descriptive interpretation of history, fails to offer hope of freedom for the human race. This occurs because the components' technical interest, practical interest, and emancipatory interest are inherently conflictual. Habermas' use of Communicative Action Theory to harmonize the components also

It calls for students to be engaged in case studies, simulation exercises, and group work, as well as lectures, class discussion, reading, and writing. This volume (1 of 2) includes eight units, each of which presents a unit overview, two to seven lessons (26 altogether), and sample test items. Each lesson includes an introduction that summarizes the historical facts and economic principles to be used in the lesson, a concept list, instructional objectives, an estimate of the time required for instruction, and a list of instructional materials, including visuals for transparencies, and student activities. Each lesson contains detailed teaching procedures, which typically begin with a statement of purpose and include discussion questions, activities, anticipated responses, and answers to questions posed in the activities. Each lesson culminates with a closure activity that reviews learning, provides a lesson summary, or invites additional applications. The program is designed for supplemental use with a secondary U.S. history textbook and is intended to integrate the study of history and economics. The program is not intended for use as a self-contained history course; it focuses only on the economic dimensions of U.S. history. (Author/BB)

ED 447 059 SO 032 303

Schug, Mark C.; Caldwell, Jean; Wentworth, Donald R.; Kraig, Beth; Highsmith, Robert J.
United States History: Eyes on the Economy. Volume Two: Through the 20th Century.
PUB DATE- 98
NOTE- 251p.; For volume one, see SO 032 302.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Capitalism; Economic Change; *Economic Climate; *Economics; Economics Education; Entrepreneurship; *Free Enterprise System; Secondary Education; Social Studies; United States History

This lesson guide is designed to help U.S. history teachers and students in grades 8-11 examine historic events through basic economic reasoning. It lends itself to instruction grounded in inquiry learning, direct instruction, and cooperative learning. It calls for students to be engaged in case studies, simulation exercises, and group work, as well as lectures, class discussion, reading, and writing. This volume (2 of 2) includes nine units, each of which presents a unit overview, two to seven lessons (31 altogether), and sample test items. Each lesson includes an introduction that summarizes the historical facts and economic principles to be used in the lesson, a concept list, instructional objectives, an estimate of the time required for instruction, and a list of instructional materials, including visuals for transparencies, and student activities. Each lesson contains detailed teaching procedures, which typically begin with a statement of purpose and include discussion questions, activities, anticipated responses, and answers to questions posed in the activities. Each lesson culminates with a closure activity that reviews learning, provides a lesson summary, or invites additional applications. The program is designed for supplemental use with a secondary U.S. history textbook and is intended to integrate the study of history and economics. The program is not intended for use as a self-contained history course; it focuses only on the economic

The purpose of this qualitative study was to uncover and describe: preservice teachers' conceptions of the role of teacher leader; their understandings of the differences between the roles of teacher leaders and principals; and their projections of themselves as teacher leaders during their first year of teaching. During one-on-one semi-structured interviews, the majority of the 15 preservice teachers in this study described teacher leaders as being both advocates for students and agents for positive change. Approximately half of the participants shared traditional views of the role of principal (i.e., hierarchical rule-maker and enforcer). The other half believed that it was important for the principal and the teacher to share leadership responsibilities. Although the participants articulated the difficulty in fulfilling the role of teacher leader early in their careers, they believed they would eventually serve as change agents for school reform. (Contains 32 references.) (Author/SM)

ED 447 079 SP 039 549

Elam, Kathleen G., Ed.; Duckenfield, Marty, Ed.
Creating a Community of Learners: Using the Teacher as Facilitator Model.
PUB DATE- 00
NOTE- 181p.; Supported by funds from a Corporation for National Service Training and Technical Assistance grant.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- American Indians; Classroom Environment; Constructivism (Learning); Cooperative Learning; Education Work Relationship; *Educational Environment; Elementary Secondary Education; History Instruction; Law Related Education; Mathematics Education; Questioning Techniques; Relevance (Education); Student Empowerment; Student Motivation; *Teacher Effectiveness; *Teacher Role; Teacher Student Relationship; Thinking Skills; Writing Skills
IDENTIFIERS- Facilitative Environments; *Facilitators; *Learning Environment

This handbook presents the anecdotes of exemplary facilitative teachers representing a broad range of grade levels and disciplines. Teachers share how their philosophical paradigms evolved; how these emerge in daily teaching practice; what happens intrinsically and extrinsically in their classroom learning environment; and how students benefit from their facilitative models. There are 20 chapters in 5 parts. Part 1, "The Teacher's Philosophy," includes (1) "Facilitating a Natural Way: The Native American Approach to Education" (McClellan Hall); (2) "The Accidental Theorist: Constructivist Foundations and Applications in a Teacher's Odyssey" (Robert Johnson); (3) "Facilitating the 'Lost Student'" (Bill Nave); and (4) "Creating the Classroom Climate" (Kathleen G. Elam). Part 2, "The Learning Environment," includes (5) "Building Social Skills in a Learning Environment" (Greg Brigman); (6) "Empowering Students With the Cooperative Edge" (Kathleen G. Elam); (7) "Creating Community Through Class Meetings" (Evelyn Schneider); (8) "Answering a Question With a Question" (Anna L. Sumner); and (9) "The Teacher as an Intellectual and Moral Guide" (Lynda Tredway). Part 3, "Student Activities and Practices, "includes (10) "What a State We're In!" (Diane

This paper discusses some of the methodological and ethical issues that one educational researcher encountered throughout his work, focusing on the importance of understanding teachers' thinking from their perspective (an insider looking out rather than an outsider looking in). It highlights a collaborative research relationship that the researcher had with an experienced high school English teacher, Anna. Using life history, ethnographic, and narrative approaches, the researcher explored the history and evolution of Anna's beliefs about literacy and how those beliefs were related to her teaching practices throughout her career. Anna's story was situated within the larger context of a self-study. The researcher conducted 10 formal interviews with Anna; held dozens of informal conversations with her over 5 years; made over 50 visits to her classroom; spoke with people familiar with her about her teaching practices and thinking about literacy; and examined copies of professional documents. The researcher highlighted: what was relevant, true, necessary and ethical in his account of Anna; the value of friendship; problems with informed consent; the importance of doing no harm; the benefits of anonymity; and sharing the risk. (Contains 30 references.) (SM)

ED 447 098 SP 039 574

Ball, Deborah Loewenberg; Camburn, Eric; Correnti, Richard; Phelps, Geoffrey; Wallace, Raven
New Tools for Research on Instruction and Instructional Policy: A Web-Based Teacher Log. A CTP Working Paper.
SPONS. AGENCY- National Inst. on Educational Governance, Finance, Policymaking, and Management (ED/OERI), Washington, DC.
PUB DATE- 99
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Uses in Education; Data Collection; Educational Research; *Educational Technology; Elementary Education; Elementary School Mathematics; Elementary School Teachers; Mathematics Instruction; Reading Instruction; Research Methodology; *World Wide Web

This paper discusses the initial development and testing of a Web-based instrument for collecting daily data on instruction. This teacher log was developed for use in the Study of Instructional Improvement, a longitudinal study on school improvement in high poverty areas. The researchers wanted to further develop the potential of teacher logs by experimenting with Web-based technology and computer branching. The 1998 teacher log study tested the feasibility of using a Web based instrument to collect data on instruction. Seven elementary teachers used the log to report on 29 mathematics and reading lessons. Researchers observed classroom instruction, completed log reports, and wrote detailed narrative descriptions for 24 lessons. All teachers were able to use the log to report on instruction. Data were successfully entered through a Web interface into a database and subsequently used to conduct provisional analyses of both instruction and instrument reliability and validity. The researchers conclude that a Web-based instrument can be used successfully to capture important information about teaching, some of which has not been available before (lesson duration, student attendance for each lesson, and instructional groupings or formats for each lesson). An appendix offers teacher log pilot help pages. (SM)

Specificity Training on Sprint Times Compared to the Effect of Natural Growth Development of Middle School Age Students.
PUB DATE- 00
NOTE- 52p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Athletes; *Middle School Students; Middle Schools; *Physical Education; *Running; Sex Differences; Velocity
IDENTIFIERS- *Resistance Training; *Specificity

The purpose of this study was to determine how physical education teachers and coaches could best help students/athletes increase sprint speed, investigating whether running speed over short distances could be improved significantly through resistance training or specificity training for middle school age students. A total of 70 7th- and 8th-grade students participated (40 males and 30 females). Students were randomly placed in one of three groups. Group one was the control group and participated in regular physical education activities. Group two was the specificity group, which performed sprints at the beginning of class 3 days a week for 9 weeks. Group 3 was the resistance group, which trained for 5 days a week for a minimum of 15 minutes per session using weights and plyometric exercises along with resistance training. Each student completed a pretest which consisted of three 40-yard sprints, recording the best time. After the 9-week training period, students completed a posttest which also consisted of three 40-yard sprints, recording the best time. Results showed that speeds did not increase significantly because of specificity training, but they did increase with resistance training. Some gender effects were apparent. (Contains 42 references.) (SM)

ED 447 119 SP 039 601

Robbins, Stephen B.
Energizing a Large Urban System: Reform through a Standards Driven Model.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Orlando, FL, March 21-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Accountability; Change Strategies; *Comprehensive School Health Education; *Educational Change; Elementary Secondary Education; Health Promotion; *Physical Education; State Standards; *Urban Schools
IDENTIFIERS- *District of Columbia Public Schools; Reform Efforts

This paper describes the District of Columbia Public School System (DCPS); articulates challenges it faced prior to standards based reform; presents strategies for reforming large urban systems' health and physical education (HPE) programs; and notes strategies for incorporating a standards-based performance-driven model. DCPS reading and math scores have not been acceptable in years. There have been specific challenges to HPE. There was no HPE coordinator between 1992-98. Between 1998-00, over 50 new HPE teachers were hired. There has been no inservice training in PE and no standards-based curriculum developed. In 1997, the system was transformed from a norms-based to a standards-based model. System-wide accountability was introduced, with specialists hired to develop and implement themes related to constructivist teaching, one theme related to assessment, and one theme related to direct instruction. Overall, preservice teachers were more concerned about aspects of students' learning than aspects of teaching. Most of them appeared to be connecting the theoretical knowledge they gained from coursework in college but not projecting their thinking to actual classroom teaching. Over half of the preservice teachers agreed that children constructed their knowledge through hands-on experience, and they actively engaged themselves in learning tasks and constructed and reconstructed experiences grounded in their prior knowledge. For preservice teachers to handle constructivist teaching with confidence, they must develop appropriate knowledge and skills about practice. (Contains 18 references.) (SM)

ED 447 139   SP 039 626

McCollin, Evelyn
Faculty and Student Perceptions of Teaching Styles: Do Teaching Styles Differ for Traditional and Nontraditional Students?
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; College Faculty; College Students; Foreign Countries; Higher Education; *Nontraditional Students; Student Attitudes; Teacher Attitudes; *Teaching Styles
IDENTIFIERS- Bahamas

This study investigated differences between college faculty members' and students' perceptions of teaching styles and the extent to which faculty employed different teaching styles for traditional and nontraditional students. The study also examined (1) the relationship between instructors' teaching styles and such instructor demographic variables as age, gender, nationality, years of experience, work status, educational level, and type of course facilitated and (2) the relationship between such student variables as age, course taken, academic major, length of attendance, and part-time or full-time status, and perceptions of instructors' teaching style. Respondents were 84 instructors and 585 students (243 traditional and 324 nontraditional). Instructors' perceived teaching styles were measured using the Principles of Adult Learning Scale (PALS). Students' perceptions of their instructors' teaching styles were measured using the Adapted PALS. Data analysis indicated a significant difference between faculty members' and students' perceived teaching styles. There was also a significant difference between the teaching styles of instructors of traditional and nontraditional students. Faculty scored in the teacher-centered ranges of PALS (for both student and teacher ratings). Instructors' educational level and type of course taught related to teaching style. Students' perceptions of teaching style related to academic major and type of course. (SM)

ED 447 140   SP 039 627

Key, Dana Lynn
Team Teaching: Integration of Inclusion and Regular Students.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-

Designing a New Taxonomy of Educational Objectives. Experts in Assessment.
PUB DATE- 01
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; *Cognitive Processes; *Educational Objectives; Educational Research; Teaching Methods
IDENTIFIERS- *Blooms Taxonomy

This volume is an attempt to articulate a taxonomy of educational objectives that uses the best available research and theory accumulated since the publication of the taxonomy of educational objectives of B. Bloom and others in 1956. Like Bloom's taxonomy, this taxonomy defines six levels of mental processing: self-system thinking (Level 6); metacognition (Level 5); knowledge utilization (Level 4); analysis (Level 3); comprehension (Level 2); and retrieval (level 1). The first chapter discusses the work of Bloom and his colleagues, and the second chapter contains a general model of human decision making and information processing as the foundation of the "New Taxonomy." Chapter 3 describes three knowledge domains, and chapter 4 provides the theoretical and research backgrounds for the three systems of thought. Chapter 5 contains examples of learning objectives across all six levels of the new taxonomy, and chapter 6 discusses the ways educators might use the new taxonomy. (Contains 50 figures and 170 references.) (SLD)

ED 447 162 TM 031 979

Falk, Beverly
The Heart of the Matter: Using Standards and Assessment To Learn.
PUB DATE- 00
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Educational Change; Elementary Secondary Education; *Learning; *Student Evaluation; *Teaching Methods
IDENTIFIERS- *Reform Efforts

This book is a guide to staying focused on teaching and learning in the context of standards-based reforms. The aim is to make sense of the complex issues involved, explain the various perspectives, separate the useful from the harmful, and offer suggestions on how to proceed. The chapters are: (1) "What Gets in the Way of Important Learning: Problems of Tests and Testing Practices"; (2) "A Better Way: Powerful Learning Supported by Assessment"; (3) "Keeping Track of Student Learning: Inquiry Assessments"; (4) "Evaluation in a Different Key"; (5) "Possibilities and Problems of a Standards-Based Approach: The Good, the Bad, and the Ugly"; (6) "Using Standards and Assessments To Support Teaching and Learning"; (7) "Sitting Down To Score: Professional Learning through Standards and Assessments"; and (8) "Getting to the Heart of the Matter: Challenges for Educators in Challenging Times." (Contains 38 figures and 226 references.) (SLD)

ED 447 163 TM 031 980

PUB DATE- 01
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Reliability; *Standardized Tests; *Student Evaluation; *Teaching Methods; *Validity

This guide shows how to integrate assessment with teaching and learning to reach educational goals. The aim is to present assessment concepts in a concise manner that can be understood and applied by teachers, administrators, and other school personnel. The chapters, organized around major assessment topics, are: (1) "Integrating Assessment with Teaching and Learning"; (2) "Validity"; (3) "Reliability"; (4) "Fairness"; (5) "Understanding and Using Numerical Data"; and (6) "Interpreting and Using National and State Standardized Assessments." (Contains 20 tables, 29 figures, and 36 references.) (SLD)

ED 447 185 TM 032 072

Martin, Barbara N.; Crossland, Barbara J.
The Relationships between Teacher Empowerment, Teachers' Sense of Responsibility for Student Outcomes, and Student Achievement.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Teachers; *Outcomes of Education; Teacher Attitudes; *Teacher Empowerment; Teacher Responsibility

Relationships between the level of teachers' perceived empowerment, the degree of teachers' perceived responsibility for student outcomes, and student achievement were studied with 271 elementary school teachers. The Responsibility for Student Achievement Scale (RSA) (T. Guskey, 1981) and the School Participant Empowerment Scales (SPES) (P. Short and Rinehart, 1992) were administered, and student achievement was determined as a grade level stanine score in reading and mathematics from standardized achievement tests. There was a statistically significant correlation between teachers' empowerment as measured by the SPES and teachers' responsibility for student success as measured by the RSA, indicating that teachers with an increased sense of empowerment tended to accept more responsibility for the success of their students. There was no significant correlation between teachers' empowerment scores and their perceived responsibility for student failures. There were no significant correlations between teachers' responsibility for student outcomes and student achievement and teachers' empowerment scores and student achievement. Findings indicate that the construct of teacher empowerment and a sense of responsibility for student outcomes are important to school climate and increased teacher sense of efficacy, but an effect on student achievement has not been demonstrated. (Contains 4 tables and 99 references.) (SLD) schools, colleges, and universities. With appropriate training, it is possible to achieve very high interrater reliability with the instrument. RTOP scores predict student learning in mathematics and science classrooms at all levels. Analysis of the RTOP suggests that it is largely a uni-factorial instrument that taps a single construct of inquiry. A finer-scale analysis lends new meaning to the phrases "pedagogical content knowledge: and "community of learners." The instrument seems to be able to measure what it purports to measure, reformed teaching. An appendix contains the RTOP. (Contains 17 references.) (SLD)

ED 447 206   TM 032 114

Tell, Christine A.; Bodone, Francoise M.; Addie, Karen L.
A Framework of Teacher Knowledge and Skills Necessary in a Standards-Based System: Lessons from High School and University Faculty.
PUB DATE- 00
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *College Faculty; Cooperation; High Schools; Higher Education; *Knowledge Base for Teaching; *Models; Program Evaluation; *Secondary School Teachers; *Teaching Methods
IDENTIFIERS- Oregon

The Standards-based Education Project (STEP) was conducted as part of the Eisenhower Initial Teacher Professional Development Program in Oregon, under the Proficiency-based Admissions Standards System (PASS). STEP focused on the development of a framework of teacher knowledge, skills, and materials for pre-service and practicing teachers. High school teachers and university faculty across six disciplines committed one or more classes to the implementation of standards-based instruction and assessment. In collaborative work groups they shared pedagogical practices, broadened their content knowledge, and learned new ways to engage students in learning. This paper summarizes the findings of the project and the culminating state institutes in the spring of each year that provided the opportunity for participants to share information. Data were collected over a 2-year period for 44 secondary school teachers and college faculty. Findings from the STEP study suggest that teachers engaged in the actual implementation of standards provide clear imperatives for those charged with the formulation of educational policy and the design of teacher preparation and professional development programs. The major findings of this study are informing the next steps in the development of standards-based reform in Oregon. Fifteen areas of teacher practice were identified and grouped into the categories of target/plan, teach/assess, and verify. The framework of teacher practice these categories define will be further refined for inclusion in teacher preparation and licensure programs in Oregon. (Contains 52 references.) (SLD)

ED 447 207   TM 032 115

Witta, E. Lea
Comparison of Missing Data Treatments in Producing Factor Scores.
PUB DATE- 00

teacher supply. (Contains 14 figures and 66 references.) (SLD)

ED 447 228 UD 033 842

Naik, Manish; Casserly, Michael; Uro, Gabriela
Reducing Class Size: A Smart Way To Improve America's Urban Schools. Second Edition.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; Educational Change; *Educational Finance; Elementary Education; *Federal Aid; Surveys; Urban Schools
IDENTIFIERS- Council of Great City Schools; Reform Efforts

The Council of the Great City Schools, a coalition of the largest urban public schools in the United States, surveyed its membership to determine how they were using federal class size reduction funds in the 2000-2001 school year. Thirty-six major urban school systems responded. Results indicate that the federal class size reduction program is improving student achievement and receiving strong teacher support. These funds enabled the responding school systems to hire approximately 4,303 teachers, and, in fact, all 36 major cities used their federal class size reduction funds to hire new teachers. Thirty-one cities used some of their federal class size reduction monies to provide professional development for new and veteran teachers. Urban schools spent their federal class size reduction funds in 2000-2001 in approximately the same ways as they did in 1999-2000, with the exception of a somewhat increased emphasis on recruiting efforts. The class size reduction program is becoming an essential ingredient of urban school reform efforts. (SLD)

ED 447 229 UD 033 847

Lerman, Robert I.; Riegg, Stephanie K.; Aron, Laudan
Youth in 2010: Trends and Policy Implications.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.
PUB DATE- 00
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delinquency; Demography; *Dropouts; *Economic Factors; Educational Attainment; *Educational Policy; *Futures (of Society); Hispanic Americans; *Public Policy; *Urban Youth

For most young people, living standards are increasing, educational opportunities are expanding, and job opportunities in high-level occupations are rising. Other aspects of the economic context have worsened, however, and social problems persist. Marriage rates have plummeted, and child poverty is higher than during the late 1970s. Some of the negatives are becoming less serious, and recent trends give hope for the future of U.S. youth. This report presents a profile of young people today and expected future trends from several perspectives. Separate chapters deal with demography, education, crime, delinquency and at-risk behaviors, health, and employment status. A final chapter discusses selected policy implications drawn from the emerging trends. A look at the education of U. S. youth shows that levels of formal education continue to increase. Only 12% of today's young

Resources" (James M. McPartland and Will J. Jordan); "Necessary District Support for Comprehensive School Reform" (Susan Bodilly and Mark Berends); "Title I and State Education Policy: High Standards for All Students?" (Tammi J. Chun and Margaret E. Goertz); "Concentration of Poverty and the Ongoing Need for Title I" (Stephen J. Schellenberg); "Selection and Evaluation of Locally Developed Versus Externally Developed Schoolwide Programs" (Steven M. Ross, Marty Alberg, and John Nunnery); "Overcoming the Cognitive Wall: Accelerating the Learning of Title I Students after Third Grade" (Stanley Pogrow); and "The Need for Developing Procedural Accountability in Title I Schoolwide Programs" (Margaret C. Wang, Kenneth K. Wong, and Jeong-Ran Kim). (Papers contain references.) (SM)

ED 447 248   UD 033 877

Fiscal Year 1999/2000 Annual Performance Report.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 00
NOTE- 154p.; Funding also provided by Romulo Diaz, Assistant Secretary for Grants and Administration.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Educational Quality; Elementary Secondary Education; *Employment Opportunities; Excellence in Education; *Financial Support; Higher Education; *Hispanic American Students

This annual performance report examines how federal agencies address the education and employment challenges facing the Latino community. The report profiles the programmatic efforts undertaken by federal agencies in fiscal year 1999 and plans for fiscal year 2000. Agency profiles were slightly modified over fiscal year 1998 to better highlight achievements and investments to improve education and employment opportunities for Hispanic Americans. Profiles include information on such areas as: action plan achievements; programs and activities that have demonstrated a direct impact on Hispanic communities; contributions to Hispanic Serving Institutions (HSIs) (e.g., total agency funding and activities that demonstrate the agency's support for enhancing the capacity of HSIs); employment of Hispanics (total number of Hispanics employed in the agency, strategies to address the underrepresentation of Hispanics in the agency's employment ranks, and other employment practices that offer Hispanics an opportunity to develop their academic and professional careers); future investments; and point of contact (names of agency officials who can respond to questions about the programs identified in the report). Appended are: the Department of Education FY99/00 Annual Performance Report; federal agency support for HSIs; and FY99 federal agency financial support for HSIs. (SM) including developing faculty mentoring programs, establishing an instructional technology center, providing technical support, and the role of technology in faculty development, promotion, and tenure; (4) pedagogy and technology integration, including the basics of teaching learning, adapting teaching to different learning styles, curricular change/development, resources for new styles of learning, developing tools for specific knowledge domains, and courseware tool design and/or application; (5) best practices, including case studies on using technology in the classroom, transitions from traditional to online learning, World Wide Web-enhanced classrooms, online courses, library/information technology centers; and (6) on the horizon, including the application of emerging technologies, instructional technology trends, instructional planning for new technologies, dealing with issues that arise because of the addition of online classes, and diffusion of technology within educational communities. This proceedings contains 24 papers and two workshop summaries. (MES)

ED 446 750 IR 020 384

Rayburn, William; Shain, Roscoe
Ownership of Course Materials as a Tool in Faculty Recruitment.
PUB DATE- 00
NOTE- 6p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Uses in Education; Distance Education; *Faculty Recruitment; Higher Education; Internet; *Ownership; *Teacher Developed Materials; Teleconferencing
IDENTIFIERS- Video Teleconferencing

As higher education institutions move into forms of distance learning enabled by technologies such as video conferencing and the Internet, the ownership of course materials becomes an issue. Who owns these materials, the school or the individual? This paper describes the issue, covers two different views on ownership (i.e., comparing online course materials to patented inventions and textbooks), and concludes by proposing how schools can use the ownership issue in recruiting faculty. By providing terms favorable to the instructor, schools might attract superior faculty who still wish to purse a profitable "second life" for their course materials. (Contains 16 references.) (Author/MES)

ED 446 751 IR 020 385

Braun, Connie L.
Web Camp: A Faculty Development Opportunity.
PUB DATE- 00
NOTE- 8p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Curriculum Development;

500 school libraries was surveyed. Findings in the following areas are presented: (1) presence of adequate school library staffing linked to higher PSSA (Pennsylvania System of School Assessment) reading scores; (2) PSSA reading scores increase as school library staffing increases; (3) school library staffing linked to library expenditures, information resources and technology, and integrating information literacy; (4) school library expenditures linked to information resources; (5) information resources linked to integrating information literacy; (6) information technology linked to integrating information literacy; (7) PSSA reading scores linked directly to school library staffing, information technology, and integrating information literacy; and (8) how highest and lowest scoring schools compare on school library predictors of academic achievement. A copy of the questionnaire is included. (Contains 80 references.) (MES)

ED 446 772 IR 057 916

Comings, John T.; Cuban, Sondra
So I Made up My Mind: Introducing a Study of Adult Learner Persistence in Library Literacy Programs.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; *Library Services; *Literacy Education; *Persistence; *Public Libraries; Student Motivation
IDENTIFIERS- New York Public Library; Oakland Public Library CA; Queensborough Public Library NY

This publication is the first of several planned reports for the Literacy in Libraries across America (LILAA) initiative, a four-year study that will explore the efforts of five leading public library-based literacy programs to improve learner persistence through a variety of programmatic, operational, and support service strategies. The five libraries participating in the study are: New York Public Library; Greensboro Public Library (North Carolina); Redwood City Public Library (California); Queens Borough Public Library (New York); and Oakland Public Library (California). An overview of the current status of library literacy programs is presented, and the following program strategies that the libraries employ to increase adult learner persistence are summarized: child care; transportation; new curriculum; expanded hours of operation; teacher and tutor training; new instructional approaches; new intake process and student orientation. Programs in each of the participating libraries are then described. (MES)

ED 446 773 IR 057 917

Annual New Hampshire Public Library Personnel Data Survey, 1998.
PUB DATE- 00
NOTE- 469p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Fringe Benefits; *Library Personnel; *Library Statistics; Library Surveys; Occupational Information; *Public Libraries; Salaries; State Surveys; Tables (Data); Wages
IDENTIFIERS- New Hampshire

This document presents data on personnel in New Hampshire public

DESCRIPTORS- *Adjunct Faculty; Community Colleges; Partnerships in Education; *Teacher Education; *Teacher Education Programs; Two Year Colleges
IDENTIFIERS- *Guilford Technical Community College NC

The need for staffing adjunct community college faculty and the lack of specialized training for two-year college teachers led to the creation of The Faculty-in-Training Program. This program was established by Guilford Technical Community College (GTCC) in North Carolina in cooperation with two local university English departments at the University of North Carolina and at North Carolina Agricultural and Technical University. This pilot program employed teaching assistants at GTCC from the graduate programs at these universities, targeted toward those who might consider teaching careers at community colleges. The stakeholders in this program are: the English department, GTCC, the graduate teaching assistants, and the graduate schools. The paper outlines the advantages to each of these stakeholder groups for participating in this program; recounts the initial phases of starting the program, getting GTCC approval and making university contacts; states that three main groups worked together to implement GTCC's program: the mentors, the program director, and the teaching assistants; describes each of these three roles and its duties; asserts that preliminary anecdotal and statistical evidence suggest that the pilot program has had a remarkably successful start; and concludes with a teaching associate's description of the process of discovering her teaching persona, classroom competence, and professional faculty role after her completion of the pilot program. (VWC)

ED 446 794 JC 000 733

2000 Follow-Up Study of Fiscal Year 1999 Occupational Program Graduates.
PUB DATE- 00
NOTE- 67p.; Appendices are missing in the document and online.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *Community Colleges; *Graduate Surveys; *Outcomes of Education; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Illinois Community College System

Provides information from 1,504 graduates of selected occupational programs regarding the effectiveness of their Illinois community college experience. Data for this report were obtained from responses to a standardized survey. The survey instrument addresses attendance objective, education status, employment status, salary, employment start-up, geographic location of employment, and satisfaction with employment and components of the educational program completed. Part 1 of this report provides an overall summary of survey outcomes. Part 2 includes an in-depth analysis of survey results according to specific program areas. Overall findings are as follows: (1) 93.3% of graduates were employed or pursuing additional education or both, and 89% of the occupational completers were employed; (2) among working graduates, 87% held full-time status in their current jobs, 81% were employed in positions related to the field in which they studied at the community college, 78% obtained their current positions while enrolled or after graduating, 94% were employed in Illinois, and the average salary was $12.36/hour; (3) graduates employed full-time earned the equivalent of about $26,458; (4) the average rate of unemployment was 4%; (5)

Analysis; *Developed Nations; *Developing Nations; Diseases; Females; Foreign Countries; Immunization Programs; Tables (Data); *Well Being
IDENTIFIERS- National Debt; Polio; Polio Vaccines; United Nations Convention on Rights of the Child; Vaccination; Vitamin A; Vitamin Deficiency

This report summarizes the latest available statistics on international progress on children's well-being. Each of the report's sections contains a commentary, related statistics, and a discussion on progress and disparity in the section's particular area. Following a foreword by United Nations Secretary-General Kofi A. Annan, the sections of the report are: (1) "The Roll of the Dice" (Carol Bellamy), discussing prospects for the world's six billionth child; (2) "A Priceless Legacy" (Sheikh Hasina), describing the success of the global campaign to eradicate polio and eliminate vitamin A deficiency; (3) "The AIDS Emergency" (Janat Mukwaya), discussing the disease's toll on women and children; and (4) "Debt Has a Child's Face" (Shridath Ramphal), exploring the effect on children of various nations' debt crises. (EV)

ED 446 815   PS 028 795

The Progress of Nations, 2000.
PUB DATE- 00
NOTE- 47p.; Photographs may not copy adequately. For 1999 edition, see PS 028 794.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Numerical/Quantitative Data (110)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Child Health; *Child Welfare; Children; *Childrens Rights; Comparative Analysis; Developed Nations; Developing Nations; Diseases; *Early Intervention; Foreign Countries; Immunization Programs; Prevention; Tables (Data); Well Being
IDENTIFIERS- *Exploitation; United Nations Convention on Rights of the Child; *Vaccination

This report summarizes the latest available statistics on international progress on children's well-being. Each section of the report contains a commentary, related statistics, and a discussion on progress and disparity in the section's particular area. Following a foreword by United Nations Secretary-General Kofi A. Annan, the sections of the report are: (1) "My Song against AIDS" (Femi Anikulapo-Kuti) and "My Voice Counts Too" (Hortense Bla Me), discussing the effects of AIDS on youth around the world; (2) "The Time to Sow" (Carol Bellamy), discussing the importance of early childhood care to prevent later health problems; (3) "The Power of Immunization" (William Foege), exploring a new agenda for vaccinations around the world; and (4) "The Lost Children" (Juan Somavia), describing the plight of children living trapped by various kinds of exploitation. (EV)

ED 446 816   PS 028 871

Graham, Mary G., Ed.
Sleep Needs, Patterns, and Difficulties of Adolescents: Summary of a Workshop. Forum on Adolescence (Washington, DC, September 22, 1999).
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Carnegie Corp. of New York, NY.
PUB DATE- 00

children under 6 years were the least likely of all such crimes to result in arrest or be otherwise cleared. (The report concludes with a list of NIBRS definitions of forcible sex offenses. An appendix discusses difficulties in data analysis when the victim's perception of the offender's age may be reported as a point estimate or as a range.) (KB)

ED 446 835 PS 028 956

Bryant, Donna; Peisner-Feinberg, Ellen; Miller-Johnson, Shari
Head Start Parents' Roles in the Educational Lives of Their Children.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Behavior Problems; Emergent Literacy; Family Environment; Interpersonal Competence; Models; Numeracy; *Parent Participation; *Parent Role; *Parent School Relationship; Parent Student Relationship; *Parents; Parents as Teachers; Predictor Variables; *Preschool Children; Preschool Education
IDENTIFIERS- *Project Head Start

Noting that parent involvement in their children's education is a crucial contributor to children's achievement, this study investigated the relations among family factors, parental involvement in children's learning activities within and outside of Head Start, and children's outcomes related to literacy, numeracy, social skills, and behavior problems. Data were collected by means of Fall and Spring parent interviews, teacher ratings of children's social skills and problem behaviors, and administration of the Woodcock Johnson Math and Letter-Word ID subscales. The findings indicated that in the Fall, parents who were most involved with their children in activities at home and in the community were more likely to include mothers with higher levels of education. Larger families tended to have less involvement in Head Start than smaller families. The level of Fall home activities was highly significantly related to Spring home activities. Parents' participation in Head Start activities over the course of the year was a significant predictor of home activities with the child in the Spring. There were no significant family demographic or activity predictors of the pre-math outcome. Family size and income were significant predictors of the literacy outcome. A family's involvement in activities with their child at home and in the community was significantly positively related to Letter-Word ID. Parent involvement in Head Start activities did not contribute to the cognitive development outcomes. Parents who reported more Head Start involvement in activities that included their child had children whom teachers rated more highly on social skills. (KB)

ED 446 836 PS 028 957

Protect Children Instead of Guns, 2000.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

children in traffic accidents. The report further describes the activities and expenditures of the Office of Traffic Safety, including the purchase of child car seats for needy families and progress in providing standardized up-to-date instruction and certification for child passenger safety advocates across the state. The report concludes by noting that the large amount accrued in the fund and the discounted price of car seats available will allow more low-income families to receive the seats they need. (KB)

ED 446 856 PS 028 990

Cerier, Laura
Get Wild about Reading! A Guide for Kindergarten Teachers from "Between the Lions."
SPONS. AGENCY- Department of Education, Washington, DC.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 00
NOTE- 37p.; A co-production of WGBH Boston and Sirius Thinking Ltd.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Childrens Television; Class Activities; *Emergent Literacy; Family School Relationship; Kindergarten; *Kindergarten Children; Learning Activities; Parent Materials; Parent School Relationship; Preschool Teachers; Primary Education; *Reading Instruction
IDENTIFIERS- Public Broadcasting

"Between the Lions" is a Public Broadcasting System program promoting literacy for children 4 through 7 years combining state-of-the-art puppetry, animation, live action, and music to achieve its mission of helping young children learn to read. This guide is designed to help kindergarten teachers integrate "Between the Lions" and its curriculum into their current classroom strategies. Organized around key topics in the series, the guide models the series' innovative whole-part-whole approach. The guide includes activities for the classroom, suggestions for particular episodes or segments to watch, separate take-home activities for families, recommended children's book titles, and related Web sites. The chapters are as follows: (1) "The ABCs of Between the Lions," an illustrated guide to the series, its characters, and its curriculum; (2) "Episode Descriptions"; (3) "Reading Aloud"; (4) "The Sounds of Words"; (5) "Print All Around Us"; (6) "Writing"; (7) "Using Technology"; (8) "Reading Milestones," basic guidelines on how reading ability develops; (9) "Marvelous Music," using music to teach language and reading skills; and (10) "Puppets," including characters to photocopy and cut out for classroom use. (KB)

ED 446 857 PS 028 991

Copland, Joyce
Arthur: Feeling Good about School. An Activity Booklet for Parents and Kids.
SPONS. AGENCY- Department of Education, Washington, DC.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 00
NOTE- 17p.; For related documents, see PS 028 992-998. Illustrated by Marc Brown.

DESCRIPTORS- Age Grade Placement; Definitions; Early Childhood Education; *Educational Policy; Evaluation Criteria; Kindergarten; Kindergarten Children; *Learning Readiness; Policy Analysis; School Entrance Age; *School Readiness; *State Standards; State Surveys; Student Evaluation

Understanding the condition of children as they enter school can provide clues to help parents and teachers understand children's performance later in their school career. This information can also provide teachers with essential guidance for individualizing the curriculum to help children learn more effectively. Finally, assessment of the condition of children could be an important part of accountability measurement. This study examined what states are doing with regard to defining and assessing the condition of children as they enter school, often referred to as readiness for school. Early childhood state representatives in each of the 50 states were contacted and interviewed regarding their state's policies on children's readiness for kindergarten. Findings indicated that as of January 2000: (1) age was the criterion most often used to determine eligibility for kindergarten; (2) no state had an official statewide definition of school readiness; (3) several states were studying the issue of school readiness; and (4) local school districts were often making decisions about how children should be assessed and how data on children should be used. (Contains 14 references.) (Author/EV)

ED 446 876 PS 029 034

Early Childhood Educators and the FIS Grant Program: An Interview with Naomi Karp.
PUB DATE- 00
NOTE- 5p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care and Education of Young Children. Fall 2000; see PS 029 032. Interview conducted by Dianne Rotherberg.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; Educational Research; *Federal Aid; Financial Support; *Grants; Grantsmanship; Research Proposals
IDENTIFIERS- *Office of Educational Research and Improvement

Naomi Karp is the Director of the National Institute on Early Childhood Development and Education (ECI) in the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. This interview concerns funding for early childhood education research through OERI's Field-Initiated Studies (FIS) Grant Program. Questions addressed in the interview are: (1) What is the FIS grant program?; (2) Who is eligible to apply?; (3) As head of the Early Childhood Institute, what are you hoping to see the grant applications funded through this program accomplish?; (4) In the FY2000 grants that were recently funded, what characteristics were typical of the strongest proposals?; (5) What were some of the problems typical of weaker proposals?; (6) When will you be accepting more applications for another round of FIS funding?; (7) What would you most like the early childhood community to know about this grant program?; (8) What do you mean by relevant (grant applications)?; and (9) Where are the exact details about the program located? (EV)

Community Environmental Education for Sustainable Societies" (Guevara, J. R. Q.); (25) "The North Keppel Island Experience--A New Approach for Marine and Environmental Education" (Hossack, D. G.); (26) "The Use of the Internet in Environmental Education or Surfing the Environmental Web" (Johnson, S.); (27) "Australian Students' Environmental Concerns and Opinions of Their Living Environment" (Kwan, T.; Miles, J.); (28) "Green Stories: The Experience of Environmental Commitment" (Mahony, D.); (29) "(Re)constructing Environmental Popular Knowledge, Reclaiming Silenced Voices" (Malone, K.); (30) "'Streamwatch' in Vietnam: Intercultural Communication and the Theory and Practice of Environmental Education" (McLaren, N.; Ferry, B.); (31) "Environmental Education in Five Pacific Nations" (Metcalfe, P.); (32) "The Australian Home Greenhouse Scorecard, Household Greenhouse Gas Emission Estimations Made Easy" (Mitchell, F.); (33) "Roundup of Marine Education Around Australia" (Moffatt, B.); (34) "Streamwatch--Wetter Than Life Itself the Evolving Strategies of Running a Large Environmental Education Program in Western NSW: A Streamwatch Perspective" (Nancarrow, J.); (35) "How Does Media Influence Environmental Issues?" (

ED 446 894   SE 062 942

Chaves, Iduina Mont'Alverne Braun
A Socio-Anthropological Study of a Teacher Education School in Rio de Janeiro.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Culture Conflict; *Educational Environment; Faculty College Relationship; Foreign Countries; Higher Education; Norms; *School Culture; School Organization; *Schools of Education; Teacher Attitudes; *Teacher Educators; Values
IDENTIFIERS- Brazil (Rio de Janeiro)

This paper explores the "working culture" of faculty members at a Teacher Education School in Brazil. The study analyzes the teacher educators' values, feelings, and everyday practices. The main objective of the study was to rethink the school organization by taking into consideration the cultural and symbolic practices that organize social reality. A consideration of the interference between cultural aspects of the school and its internal dynamics is also presented. (Contains 15 references.) (WRM)

ED 446 895   SE 063 386

Schliemann, Analucia D.; Carraher, David W.; Brizuela, Barbara M.; Jones, Wendy
Solving Algebra Problems before Algebra Instruction.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 29p.; Earlier version presented at the Annual Early Algebra Meeting (2nd, Medford, MA, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Constructivism (Learning); Ethnicity; Higher Education; Learning Processes; *Medical Schools; Minority Groups; Misconceptions; Models; Physics; *Problem Solving; Science Education; Scientific Concepts; Thinking Skills; Undergraduate Study
IDENTIFIERS- Conceptual Change

This study examines the changes in students' conceptual thinking and problem solving abilities. Conceptual thinking skills and problem solving abilities are important factors for medical school applicants as diagnosis and treatment procedures strongly depend on these skills. Underrepresented minorities in medicine is a concern in United States, and low numbers of minority students in the medical field may indicate that disadvantaged students are not successfully mastering these skills. Post baccalaureate programs may be one way of assisting these students in overcoming their deficits and make them competitive medical school applicants. The study was conducted for eight weeks among voluntary educationally disadvantaged post baccalaureate students. (Contains 35 references.) (YDS)

ED 446 919 SE 063 907

Crawford, Barbara A.; Bell, Randy L.; Blair, Lesley M.; Lederman, Norman G.
The Impact of Science Apprenticeships on Student Conceptions of the Nature of Science and Scientific Inquiry.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Engineering Education; High Schools; *Inquiry; Mentors; Science Education; *Scientific Principles

This paper represents the results of research that involved volunteer high school students. Apprenticeship is a program in science and engineering that places students in science laboratories to provide them opportunities to improve their perspective on scientific principles and scientific inquiry. The study examined the effects of an eight-week apprenticeship program on a group of high ability students. Key questions of the investigation include: (1) What are secondary students' understanding of the nature of science and scientific inquiry?; and (2) What impact (if any) did the apprenticeship program have on student conceptions of the nature of science and scientific inquiry? (Contains 21 references.) (YDS)

ED 446 920 SE 063 917

Greenwood, Anita
Preservice and Inservice Science Teachers in Partnership through EarthVision 2000.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Block Scheduling; *Concept Formation; Curriculum Development; *Educational Change; High Schools; Science Curriculum; *Science Education; Science Instruction; Teaching Methods; Thinking Skills
IDENTIFIERS- Conceptual Change

This research explores the structure of possible science education reform that can be compatible with structural change in high schools. Financial pressures, increased or decreased enrollment, state mandated changes, block scheduling, and assignments of students to age-appropriate grades are all examples of structural changes. Block scheduling is currently the most popular structuring effort, and the most common form of block scheduling allows four 90-minute classes per day. Need, clarity, complexity, and quality of the program are some of the factors that affect the success of the implemented programs. This paper reports the results of a study that investigates the role of structural changes and Block-8 Schedule on conceptual changes in science education. (Contains 15 references.) (YDS)

ED 446 945 SE 064 088

Fernandez, Maria L., Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (22nd, Tucson, Arizona, October 7-10, 2000). Volumes 1-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 721p.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Algebra; Attitudes; Cultural Influences; Educational Assessment; Educational Change; *Educational Research; Educational Technology; Elementary Secondary Education; Foreign Countries; Functions (Mathematics); Geometry; Graphs; Knowledge Base for Teaching; Learning Theories; *Mathematics Education; Number Concepts; Problem Solving; Social Influences; Statistics; *Teacher Education; Thinking Skills

This document contains the proceedings of the 22nd annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education held October 7-10, 2000, in Tucson, Arizona. Selected papers include: (1) "Dealing with Complexity: New Paradigms for Research in Mathematics Education" (Richard Lesh); (2) "Algebra Reasoning in Elementary Mathematics--Theory and Practice" (Euginio Filloy and Teresa Rojano); (3) "Portrait of the Construction of Mathematical Knowledge: The Case of a Deaf and Blind University Student" (Christine L. Ebert); (4) "Preparing to Teach in the New Millennium: Algebra through the Eyes of Preservice Elementary and Middle School Teachers" (Joyce Bishop and Sheryl Stump); (5) "Teachers' Perspectives on Performance Assessment" (Richard S. Kitchen); (6) "Mathematical Explanations: In-Action and as Re-Presentation" (L. Gordon Calvert); (7) "Growing Mathematical

Hands On Learnscapes.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Learning through Landscapes: Grounds for Celebration Conference sponsored by the Organisation for Economic Cooperation and Development and the Department for Education and Employment (Winchester, United Kingdom, September 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Environmental Influences; Foreign Countries; *Hands on Science; *Outdoor Education; Teaching Methods
IDENTIFIERS- Australia; Gardens; *Outdoor Recreation

This paper describes the need for "learnscapes" on schoolgrounds. Learnscapes are places where a learning program has been designed to permit users to interact with an environment. They may be naturally built; inside or outside; located in schools, near schools, or beyond schools; relate to any one or many Key Learning Areas; and must be safe and accessible. The need for learnscapes in schools and the need for assistance in creating these learnscapes is discussed. A learnscape example is presented from Harwood Island Primary School, New South Wales. (SAH)

ED 446 968 SE 064 217

Fennema, Elizabeth
Gender Equity for Mathematics and Science.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Center for Research in Mathematical Sciences Education, Madison, WI.
PUB DATE- 00
NOTE- 10p.; An invited faculty presentation at Gender Equity for Mathematics and Science: A Conference of the Woodrow Wilson Leadership Program for Teachers. (Princeton, NJ, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Theories; Elementary Secondary Education; *Equal Education; *Females; Mathematics Education; Science Education; *Sex Differences

Research has provided rich documentation of knowledge on variables that are related to gender and mathematics. Moderate change in what has happened with females in mathematics education has occurred partly because of this scholarship. This paper discusses the research on mathematics and gender and the need to continue research that documents the status of gender differences as they exist. It focuses on gender differences in mathematics. It also states that research must be supplemented with new types of scholarship focused on new questions and carried out with new methodologies which will help in the identification of important emphases for further new research, which will also ensure that women's voices will become a major part of all educational scholarship. Cognitive science and feminist perspectives in this issue are considered. (Contains 47 references.) (ASK)

ED 446 969 SE 064 218

(Education); *Science Education; Social Studies
IDENTIFIERS- NOVA (Television Series)

This teacher's guide complements six programs that aired on the Public Broadcasting System (PBS) in the spring of 2000. Programs include: (1) "Lost on Everest"; (2) "Lost Tribes of Israel"; (3) "Crocodiles"; (4) "Lost at Sea: The Search for Longitude"; (5) "Global Warming"; and (6) "Secrets of Lost Empires". It provides activity set-ups related to the programs and what to do before and after watching the programs. Activity sheets, answers for the activity sheets, and additional resources are also included. (ASK)

ED 446 993 SE 064 298

Ransick, Kristina; Rosene, Dale; Sammons, Fran Lyons; Sammons, James
NOVA Fall 2000 Teacher's Guide.
PUB DATE- 00
NOTE- 42p.; Published semiannually. Funded by the Park Foundation, Northwestern Mutual Financial Network, and Sprint.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Elementary Secondary Education; *Integrated Activities; *Mathematics Education; Physical Sciences; Relevance (Education); *Science Education; Social Studies
IDENTIFIERS- NOVA (Television Series)

This teacher's guide complements six programs that aired on the Public Broadcasting System (PBS) in the fall of 2000. Programs include: (1) "Lincoln's Secret Weapon"; (2) "Hitler's Lost Sub"; (3) "Runaway Universe"; (4) "Garden of Eden"; (5) "Dying to Be Thin"; and (6) "Japan's Secret Garden". It provides activity set-ups related to the programs and what to do before and after watching the programs. Activity sheets, answers for the activity sheets, and additional resources are also included. (ASK)

ED 446 994 SE 064 299

Obiekwe, Jerry C.
A Comparative Analysis of Mathematics Placement Test Using Item Response Theory.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; Elementary Secondary Education; *Item Response Theory; Mathematics Achievement; *Mathematics Instruction; Mathematics Tests; Measures (Individuals); Student Placement; Test Items; Testing

The first purpose of this study is to do a comparative analysis in terms of the item difficulty and discrimination index between Mathematics Placement Test Form A and G. The results seem to suggest that items on both forms of the placement test are equally difficult. However, items on form A appear to have more discrimination power than items on form G. Perhaps form A should be used more frequently than form G in making math placement decisions. The second purpose was to determine a

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Foreign Countries; *Foreign Policy; Global Education; *International Relations; Islamic Culture; Jews; *Middle Eastern History; *Middle Eastern Studies; Secondary Education; Simulation; Social Studies
IDENTIFIERS- *Middle East

This student text and teacher resource text are part of a continuing series on current and historical international issues, placing special emphasis on the importance of educating students in their participatory role as citizens. They examine the mix of interests and values that have drawn the United States into the Middle East, focusing on the Arab-Israeli conflict, the significance of oil, and the politicization of Islam. At the core of the unit is a framework of four distinct options for U.S. policy toward the Middle East. The background reading prepares students to thoughtfully consider the complexities of the U.S. relationship with the Middle East. Part 1 surveys the history of U.S. involvement in the Middle East up to the Persian Gulf War. Part 2 examines how the U.S. policy agenda in the region has changed in the wake of the Persian Gulf War. Prior to the unit, students should have a foundation in the history and geography of the Middle East, particularly with respect to the region's ethnic composition, natural resources, and religious landscape. Includes both five- and three-day lesson plans. (Author/BB)

ED 447 017 SO 032 208

Charting Russia's Future in the Post-Soviet Era. Teacher's Resource Book and Student Guidebook . Public Policy Debate in the Classroom: Choices for the 21st Century Education Project. 7th Edition.
PUB DATE- 00
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communism; Economic Development; Economics; Foreign Countries; *Foreign Policy; *Futures (of Society); Government (Administrative Body); *International Relations; Political Science; Secondary Education; *Social Change; Social Studies; Social Systems; *Socialism
IDENTIFIERS- *Russia

This teacher resource text and student text are part of a continuing series on current and historical international issues, placing special emphasis on the importance of educating students in their participatory role as citizens. It examines the debate on Russia's identity from a Russian perspective in the areas of economic development, political organization, and foreign policy. At the core of the unit are three distinct directions, or Futures, for Russia in the coming years. Each Future is grounded in a clearly defined philosophy about Russia's place in the world and offers broad guidelines on fundamental public policy issues in Russia. The background reading prepares students to assess Russia's policy choices. Part 1 surveys key periods of change in Russian history, ranging from the reign of Peter the Great to the Mikhail Gorbachev era. Part 2 reviews the momentous changes that have taken place in Russia since the collapse of the Soviet Union, focusing in particular on new political thinking, economic reform, and Russia's evolving international relations. Includes five- and three-day lesson plans. (BB) fails because of its heavy reliance upon rational thought and the requirement for yielding of personal gain in the name of humanity. The missing element in both theories appears as the ability, more than the desirability, of individuals, families, clans, and nations to experience and offer forgiveness. Forgiveness as an elemental form of human discourse represents the best of the species in terms of self-renewal and as such becomes the enabler of release from the baser components of human interaction. Insights gathered from the study of religion, sociology, and psychotherapy all form intricate and necessary understandings in creating a model for developing people who can forgive. Inclusion of forgiveness within the educational curriculum should be a part of the underlying structure of any activities related to character or values development. (Contains 22 references.) (Author/BT)

ED 447 039 SO 032 269

Lierman, Debby
Character Education and Christian Education: Is It Really Happening?
PUB DATE- 99
NOTE- 21p.; Paper presented at the Seattle Pacific University Conference on the Social and Moral Fabric of School Life (Edmonds, WA, October 14-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biblical Literature; *Christianity; Educational Practices; Elementary Secondary Education; Moral Values; *Planning; Preschool Education
IDENTIFIERS- Character Development; *Character Education; Christian Schools; Historical Background; Washington (Seattle)

This paper focuses on the concept for Christian education to be permeated with great moral and ethical teaching. Character education can be the tool for that necessary teaching if consistent with Biblical teaching. There is great demand for the teaching of morality in all schools today, yet is the intention in Christian schools really to teach character? This paper reviews the background and history of both character education and Christian education. It will present practice of the Christian school community in the Seattle area and give implications of a plan for a Bible-based, developmental, character education program for Christian schools from preschool through high school. Appended are "10 Reasons Schools Should Offer Character Education"; "Heritage Christian School Character Development Traits"; and "Eleven Principles of Effective Character Education." (Contains 24 references.) (Author/BT)

ED 447 040 SO 032 270

Shapiro, David A.
Teaching Ethics from the Inside-Out: Some Strategies for Developing Moral Reasoning Skills in Middle-School Students.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Seattle Pacific University Conference on the Social and Moral Fabric of School Life (Edmonds, WA, October 14-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

dimensions of U.S. history. (Author/BB)

ED 447 060 SO 032 304

Lynch, Gerald J.; Watts, Michael W.; Wentworth, Donald R.
Focus: International Economics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 202p.; Contributing authors include Harlan Day, Jane Lopus, Charles Noussair, Caryn Kikta, and Daniel Vazzanna.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Capitalism; *Economic Change; *Economic Climate; Economic Development; *Economics; *Economics Education; Foreign Countries; Free Enterprise System; Global Approach; *Global Education; International Studies; Secondary Education; Social Studies; Socialism
IDENTIFIERS- North American Free Trade Agreement

The "Focus" series, part of the National Council on Economic Education's (NCEE) EconomicsAmerica program, uses economics to enhance learning in subjects such as history, geography, civics, and personal finance, as well as economics. Activities are interactive, reflecting the belief that students learn best through active, highly personalized experiences with economics. The lessons are correlated explicitly to NCEE's "Voluntary National Content Standards in Economics" and "A Framework for Teaching Basic Economic Concepts." This lesson guide highlights and examines basic concepts and issues in international economics. It presents 20 lessons organized around several major content themes: international economics, global production and competition, exchange rates and issues in international finance, free trade vs. protectionism, international economic development, and economic systems. Student activities focus on such topics as: why people and nations trade, interpreting trade data, trade barriers, balance of payments, where to locate a factory, foreign currency and exchange rates, should developing countries have free trade, the debate over the North American Free Trade Agreement (NAFTA), and privatization around the world. (Author/BB)

ED 447 061 SO 032 305

McCorkle, Sarapage; Meszaros, Bonnie T.; Odorzynski, Sandra J.; Schug, Mark C.; Watts, Michael
Focus: Economic Systems.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 178p.; "With an introductory essay by George Horwich."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Capitalism; *Economic Change; *Economic Climate; Economic Development; *Economics; *Economics Education; Free Enterprise System; *Global Education; Secondary Education; Social Studies; Socialism

Sloan); (11) "Math for the Fun of It!" (Kathleen G. Elam); (12) "Music for Life" (Marilyn Kimbrell); (13) "Science Empowerment Through Creative Facilitation" (Michael Hughes); (14) "Writing for a Real Audience" (Janet T. Atkins); (15) "Stimulation Through Simulation: How to Interest Students in High School History" (Tony Pattiz); and (16) "From the Courtroom to the Classroom" (Teri Johnson Waldoff). Part 4, "Beyond the Classroom Connections," includes (17) "Middle Schoolers ACT-ing Out for the Betterment of Their Community" (Cynthia K. Stout); (18) "Digging Into Their Studies" (Michael C. Papritz); (19) "Connecting Students and Communities Requires a New Role for Teachers" (Robert D. Shumer); (20) "Moving From Content Teacher to Content Coach" (Edward E. Grunden); and (21) "Relating the Education of Business to the Business of Education" (Glen R. Carson). Part 5, "Some Final Thoughts," includes: assessment of one's own facilitative teaching; topical index; meet the editors; about the authors; and acknowledgement. (Some chapters contain references.) (SM)

ED 447 080   SP 039 550

Gallagher, Karen Symms, Ed.; Bailey, Jerry D., Ed.
The Politics of Teacher Education Reform. The National Commission on Teaching and America's Future. Yearbook of the Politics of Education Association. Volume 13 .
PUB DATE- 00
NOTE- 193p.; Copublished as "Education Policy," Volume 14, January and March 2000.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); College School Cooperation; *Educational Change; Educational Finance; Elementary Secondary Education; Faculty Development; Federal Government; General Education; Governing Boards; Higher Education; Knowledge Base for Teaching; Liberal Arts; Partnerships in Education; Policy Formation; *Politics of Education; *Preservice Teacher Education; Private Financial Support; Public Policy; Resource Allocation; Schools of Education; Science Education; State Standards; Urban Schools
IDENTIFIERS- Cincinnati Public Schools OH; Georgia

This book contains a collection of papers on the politics of teacher education reform. The book begins with "Introduction to the Politics of Teacher Preparation Reform" (Karen Symms Gallagher and Jerry D. Bailey). Part 1, "Issues From the National Arena," includes "The Politics of Teacher Education Reform: Strategic Philanthropy and Public Policy Making" (Karen Symms Gallagher and Jerry D. Bailey); "Finding the Culprit: Federal Policy and Teacher Education" (Penelope M. Earley); and "The Role of Accreditation Reform in Teacher Education" (Frank B. Murray). Part 2, "Stories From the State Arena," includes "Autonomous Boards and Standards-Based Teacher Development" (Marilyn M. Scannell and Philip L. Metcalf); and "The Georgia Story of P-16 Partnerships" (Jan S. Kettlewell, Janine A. Kaste, and Sheila A. Jones). Part 3, "A Story From the Urban Arena," includes "The Language of Standards and Teacher Education Reform" (Robert J. Yinger and Martha S. Hendricks-Lee) and "Balancing the Politics of Two Cultures: Cincinnati Initiative for Teacher Education and the Cincinnati Professional Practice Schools Partnership" (Arlene Harris Mitchell, Louis A. Castenell, Jr., Martha S. Hendricks-Lee, and Tom Mooney). Part 4, "The Micropolitical Arena," includes "Do Colleges of Liberal Arts and Sciences Need Schools of Education?" (Sally Frost Mason); "Developing Knowledge for

ED 447 099 SP 039 576

Lerner, Lawrence S.
Good Science, Bad Science: Teaching Evolution in the States.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Biological Influences; Creationism; Elementary Secondary Education; *Evolution; Public Schools; *Science Education; *State Standards

This report discusses evolution in science education, evaluating the state-by-state treatment of evolution in science standards. It explains the role of evolution as an organizing principle for all the historical sciences. Seven sections include: "Introduction" (the key role of evolution in the sciences); "How Do Good Standards Treat Biological Evolution?" (controversial versus consensual knowledge and why students should learn about evolution); "Extrascientific Issues" (e.g., the diversity of anti-evolutionists, why anti-evolutionism persists, and how science standards reflect creationist pressures); "Evaluation of State Standards" (very good to excellent, good, satisfactory, unsatisfactory, useless or absent, and disgraceful); "Sample Standards"; "Further Analysis" (grades for science standards as a whole); and "Conclusions." Overall, 31 states do at least a satisfactory job of handling the central organizing principle of the historical sciences, 10 states do an excellent or very good job of presenting evolution, and 21 states do a good or satisfactory job. More than one-third of states do not do a satisfactory job. Appended are: two treatment models of evolution: excerpts from California and North Carolina science standards; evolution and its discontents; state documents examined; and ratings of state science standards overall. An annotated bibliography is included. (SM)

ED 447 100 SP 039 577

Petersen, Susan; Cruz, Luz
Small-Sided Games: Developmentally Appropriate Applications in Traditional Activities.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Orlando, FL, March 21-25, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Athletics; Child Development; *Developmentally Appropriate Practices; Elementary Secondary Education; Games; *Physical Education; Soccer; Teaching Methods; Volleyball

This paper presents a systematic progression of small-sided games within two traditional sports units (soccer and volleyball). Developmentally appropriate guidelines encourage teachers at all levels to incorporate small-sided games (2v2, 3v3, and 4v4). Advantages of small-sided games include: allowing students numerous practice opportunities; keeping students active and involved in game play; decreasing complexity of games, thus increasing student success; allowing for ability groupings; and making assessment easier. Small-sided games need standards-based curricula. The DCPS affirmed seven guiding principles for a standards-based model. Health and physical educators were charged with seven responsibilities. Principals identified standards specialists to help implement the reform. Teachers and administrators received training in delivery strategies and classroom management. Content standards were developed using national standards from several national associations. The result was seven standards for HPE. Benchmark expectations for HPE were distributed to teachers. Appendixes depict the DCPS 3-year performance trends on the Stanford Achievement Test, version 9. (SM)

ED 447 120 SP 039 602

Throw Like a Girl: A Revolution in Women's Sports. Curriculum Guide.
PUB DATE- 00
NOTE- 16p.; Supported by Medtronic Foundation, KARE 11 Television, and Minnesota Lynx.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletes; Civil Rights; *Comprehensive School Health Education; Equal Education; *Females; Physical Activities; *Physical Education; Secondary Education; *Womens Athletics
IDENTIFIERS- Minnesota; *Title IX Education Amendments 1972

This curriculum guide helps teachers explore themes presented in a companion videotape, "Throw Like a Girl." Curriculum objectives, instructional strategies, and assessments align with the video's four-part structure. The video presents the story of what it has been like for females to play sports as told through the eyes of different generations of Minnesota families. It discusses barriers that had to be overcome in order to reach a landmark movement in women's sports (the 1972 passage of Title IX) and all of the victories that have occurred in its wake. It is a story about females participating at all levels of sport and about the impact of sport on women and their families, communities, and countries. The four curriculum units are: the history of Title IX; the media's portrayal of women in sports; the psychological, sociological, and physiological implications of women's participation in sports; and important athletes and leaders in the history of women's sports. Each unit includes unit objectives, instructional strategies, student assignments, and assessments. Subject areas include physical education, health, social studies, history, and media studies. The assignments may be adapted to meet the developmentally appropriate needs of students in grades 7-12. (SM)

ED 447 121 SP 039 604

Tharp, Barbara; Dresden, Judith; Denk, James; Moreno, Nancy
Food and My World: My Health My World.
SPONS. AGENCY- National Inst. of Environmental Health Sciences (NIH), Washington, DC.; National Center for Research Resources (NIH), Washington, DC.
PUB DATE- 00
NOTE- 124p.; Illustrated by T. Lewis.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Teacher Certification; Graduate Study; High Schools; Higher Education; *Inclusive Schools; Preservice Teacher Education; *Regular and Special Education Relationship; Student Teacher Attitudes; Student Teachers; *Teacher Collaboration; *Team Teaching

This study described the experiences of five interns and their cooperating teachers during internships in high school language arts classrooms that included diverse students and used team teaching. The study investigated participants' perceptions and experiences in this type of classroom versus previous experiences in inclusive classrooms without special educators present. Data from interviews, field notes, journals, and document analysis indicated that interns were positive about their team teachers but felt they were at a disadvantage by not having previous experience in similar teaching situations. They were pleased that teachers collaborated to ensure success for all students and that there was time allotted to planning for instruction, implementation, and assessment of special education students. They found that teachers could integrate the content and skills necessary for successful achievement levels. They felt that students' self-efficacy was empowered by having two teachers' attention in class. Interns and teachers held constant high expectations for all students. All but one of the interns believed that both teachers and students benefited from the team approach, with special educators supporting all students. All voiced a need for additional coursework in student diversity and in classroom management for regular and special education students. (Contains 15 references.) (SM)

ED 447 141 SP 039 628

White, Bonita C.
Preservice Teachers' Beliefs: Nonrational to Irrational to Rational.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Epistemology; Higher Education; *Metacognition; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Thinking Skills
IDENTIFIERS- *Rational Decision Making

This paper examines the problem that the beliefs with which preservice teachers leave colleges of education are virtually the same as when they entered. This issue is addressed by establishing that preservice teachers' belief formation regarding teaching, learning, students, and content should be a rational rather than nonrational or irrational process. The premise of the paper is that helping preservice teachers move toward developing rational beliefs about teaching, learning, students, and content involves a three-pronged approach that addresses epistemology, informal reasoning/argumentation, and

Rhodes, Lynn K., Ed.
Literacy Assessment: A Handbook of Instruments.
PUB DATE- 93
NOTE- 182p.; For the related book, "Windows into Literacy: Assessing Learners, K-8" by Lynn K. Rhodes and Nancy Shanklin, see ED 358 428.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *Literacy; *Measures (Individuals); *Student Evaluation; *Test Construction

This handbook contains instruments to gather literacy assessment data. The instruments are either discussed in "Windows into Literacy: Assessing Learners, K-8," or they are related to other instruments discussed in that book. The instruments may be photocopied by teachers for use in assessment or revised to answer teachers' questions about their own students. The chapters are: (1) "Reading"; (2) "Writing"; (3) "Emergent Reading and Writing"; (4) "Literacy at Home"; (5) "Program Placement"; (6) "Assessing the Teaching of Literacy"; and (7) "The Assessment and Evaluation of Literacy." (SLD)

ED 447 164 TM 032 006

Buck, Connie
Summary of Outcome Data for Youth Alcohol and Other Drug Abuse Programs.
PUB DATE- 99
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Drinking; *Drug Abuse; *Evaluation Methods; Grants; *Prevention; *Program Evaluation; Tobacco; *Youth Programs
IDENTIFIERS- Wisconsin

The purpose of this report is to summarize steps taken in evaluating outcomes for the prevention of youth alcohol and other drug abuse (AODA) for selected AODA prevention programs and projects as reported to Wisconsin's Department of Health and Family Services by grantees. A study by Wisconsin's Legislative Audit Bureau evaluated 6 projects, which funded approximately 60 grantees. In measuring outcomes, the evaluators looked at quarterly progress reports and the six AODA goals outlined by Wisconsin's governor: (1) reduce the number of youth smoking cigarettes; (2) reduce the number of youth using chewing tobacco; (3) reduce the number of youth using alcohol; (4) divert youth released from detention from AODA/drug selling; (5) decrease AODA for youth in counties receiving family preservation and support funds; and (6) other prevention goals. A total of 49 grantee files were reviewed. of these, 26 were not required to submit quarterly reports. Of the 23 other grantees studied, all but one sent in at least one quarterly report, but only 5 initially reported outcomes tied to reducing youth AODA. To obtain additional information, evaluators requested additional 1998 outcome data. Of the 41 grantees that responded, 28 reported outcome data. Data are grouped by the goals addressed. (SLD)

ED 447 165 TM 032 007

ED 447 186 TM 032 073

Newman, Isadore; Waechter, Donna
Examination of the Factor Structure of the Cheating Scale.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cheating; Factor Analysis; *Factor Structure; *Graduate Students; Graduate Study; Higher Education; Honesty; Measures (Individuals); *Student Attitudes

In an earlier study, I. Newman and D. Waechter (1999) investigated graduate education students' perceptions and attitudes toward cheating in scientific research. A questionnaire was developed that was based on reactions and concerns related to cheating behavior seen in a public television video about faking scientific data. This study examined the factor structure of the developed Cheating Scale, which was administered to 167 graduate education students. Analysis identified a three-factor solution that accounted for approximately 65% of the trace. The factors were identified as Ethical/Critical Evaluation, Academic Pressure, and Human Nature. Students who scored above the median on questions about their personal dishonesty had a more complex (four-factor) factor structure on the Cheating Scale. Males and females had significantly different perceptions of cheating, with females more accepting of these behaviors than males. (Contains 20 tables and 13 references.) (SLD)

ED 447 187 TM 032 074

Fraas, John W.; Newman, Isadore
Testing for Statistical and Practical Significance: A Suggested Technique Using a Randomization Test.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; *Statistical Significance; *Test Construction
IDENTIFIERS- Null Hypothesis; *Practical Tests; *Randomization

This paper presents a testing procedure that incorporates three key elements. The first element is the use of non-nil null hypotheses. The second element is the determination of a practically significant level that is incorporated into the corresponding non-nil null hypothesis. The third element is the use of a randomization test to statistically test each non-nil null hypothesis. This procedure stresses two philosophical positions. First, the concepts of practical and statistical significance are both essential components in the evaluation process. Second, the use of this procedure encourages the researchers to consider the process of establishing the level of practical significance, not only as a statistical one, but also, as one in which the researchers would consider societal

NOTE- 17p.; Paper presented at the Annual Meeting of the American Evaluation Association (Honolulu, HI, November 1-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Factor Analysis; *Factor Structure; Likert Scales; Multivariate Analysis; Questionnaires; Regression (Statistics); *Responses; Surveys
IDENTIFIERS- EM Algorithm; *Missing Data

Because ignoring the missing data in an evaluation may lead to results that are questionable, this study investigated the effects of use of four missing data handling techniques on a survey instrument. A questionnaire containing 35 5-point Likert-style questions was completed by 384 respondents. Of these, 166 (43%) questionnaires contained 1 or more missing responses. The missing data pattern was non-ignorable. Listwise deletion, pairwise deletion, regression, and the expectation maximization (EM) algorithm were used to treat the missing data. Resulting data were then submitted to factor analysis and factor scores obtained. Factor scores for each group defined by missing data method were then contrasted by multivariate analysis of variance. Less than 1% of the variance in scores could be explained by group (F=0.218, df=30,3496, p=1.0). Based on these results, the choice of missing value treatment can be based on the consequences of loss of power by loss of cases or other data handling considerations. (Contains 1 table, 1 figure, and 17 references.) (Author/SLD)

ED 447 208 TM 032 116

Lauer, Patricia A.; Wilkerson, Stephanie B.; Goodwin, Bryan; Apthorp, Helen S.
School Districts and Research Organizations: Partners for School Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Action Research; Cooperation; *Educational Improvement; Educational Research; Elementary Secondary Education; *Partnerships in Education; *Researchers; *School Districts
IDENTIFIERS- Mid Continent Regional Educational Laboratory

This paper describes partnerships created by Mid-continent Research for Education and Learning (McREL) that were designed to facilitate school improvement through collaborative action research. After analysis of these partnership experiences, several recommendations were developed for creating and sustaining effective partnerships between research organizations and schools or districts. McREL selected seven partner sites, one from each state in the region McREL serves, to represent various geographic locations and student populations. As the work of these projects progressed, wide variance became evident in the stability of the partnerships, and only four were maintained for 3 years as initially planned. After documenting and analyzing the development and outcomes of the partnerships, five factors were identified that influenced the sustainability and effectiveness of the partnerships: (1) the political and cultural context of the school districts influenced multiple facets of the partnership ; (2) partners' adults lack a high school degree or equivalent, and well over half have attended college. Hispanic youth still experience high dropout rates, with nearly 40% lacking a high school diploma. The proportion of all graduates receiving a full high school diploma has declined in recent years as more young people obtain a high school equivalency certificate. The bachelor's degree completion rate has inched up modestly in recent years, remaining quite low for Black and Hispanic youth. Youth from low-income families are much less likely to attend college than others, but for highly qualified students, the gap is small. A look at the future shows that the youth population will be more diverse socially, ethnically, and economically. Policies must do more to prevent dropping out of high school and reduce risky behaviors by adolescents and young adults. (Contains 23 tables, 8 figures, and 55 references.) (SLD)

ED 447 230   UD 033 849

Holzer, Harry J.; Stoll, Michael A.
Employer Demand for Welfare Recipients by Race. Institute for Research on Poverty Discussion Paper.
SPONS. AGENCY- Russell Sage Foundation, New York, NY.; Joyce Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employers; *Employment Opportunities; *Equal Opportunities (Jobs); *Labor Market; Telephone Surveys; Urban Areas; *Welfare Recipients

This paper uses new survey data on employers in four large metropolitan areas to examine the determinants of employer demand for welfare recipients. Data come from a telephone survey of approximately 750 establishments. Results suggest a high level of demand for welfare recipients, although such demand appears fairly sensitive to business cycle conditions. A broad range of factors, including skill needs and industry, affect the prospective demand for welfare recipients among employers, while other characteristics that affect the relative supply of welfare recipients to these employers (such as location and employer use of local agencies or welfare-to-work programs) influence the extent to which such demand is realized in actual hiring. Moreover, the conditional demand for Black, and to a lesser extent Hispanic, welfare recipients lags behind their representation in the welfare population and seems to be more heavily affected by employers' location and indicators of preferences than by their skill needs or overall hiring activity. Thus various factors on the demand side of the labor market continue to limit the employment options of welfare recipients, especially those who are minorities. (Contains 7 tables and 34 references.) (Author/SLD)

ED 447 231   UD 033 850

Bell, Stephen H.
The Prevalence of Education and Training Activities among Welfare and Food Stamp Recipients. New Federalism: National Survey of America's Families. An Urban Institute To Assess Changing Social Policies. Series B, No. B-24.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Fund for New Jersey, East Orange.; Weingart Foundation, Los Angeles, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek,

*Educational Technology; *Faculty Development; Higher Education; Information Technology; *Instructional Development; World Wide Web
IDENTIFIERS- *Technology Integration; *Web Site Design; Web Sites; Winona State University MN

Winona State University's (Minnesota) Web Camp is an eight-day event that focuses on providing teaching faculty with opportunities to explore curricular enhancements through World Wide Web site creation, organization and display of information, consideration of new teaching strategies, and various means of electronic communication. Two purposes of Web Camps are to provide faculty with concentrated development time for a course Web site and to encourage the development of social connections among participants. Web Camps feature demonstrations and discussions on specific parts of software and hardware applications, incorporating technology into student curricular and co-curricular experiences, humanistic social activities, access to extensive electronic resources, informative/accurate Web sites, interesting/interactive multimedia, and easy navigation. Specific activities include: identifying instructional goals; determining appropriateness of specific technology to achieve academic goals; designing a good Web site; providing assistance with evaluation; enforcing the idea that technical and instructional support is available; working with digital cameras and scanners; experimenting with adding audio- and video-clips to Web pages; working with still and animated graphics; creating and using frames; developing forms; exploring online testing; gaining an understanding of copyright and campus Web policies; experimenting with discussion groups; other technologies, e.g., streaming media, NetMeeting, WebCompass; and "show and tell" sessions. (MES)

ED 446 752 IR 020 386

Carlson, Rosemary; Everett, Donna R.
Taking Instruction Online?
PUB DATE- 00
NOTE- 12p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Cooperative Learning; Courseware; *Distance Education; Educational Technology; Group Activities; Higher Education; *Instructional Design; *Instructional Development; *Material Development; *World Wide Web
IDENTIFIERS- *Course Development; *Online Courses

This paper provides a checklist of suggestions, hints, and competencies needed to take an online course from ideas to reality. The introduction addresses the pedagogical potential of the World Wide Web. Migrating the course to the online environment is discussed in the first section, focusing on the following considerations: determining course objectives; etiquette; developing course materials; reviewing existing course materials; access to library materials and the instructor; and organizing course materials and the course plan. The second section addresses managing groups in the online environment, including the factors of time, group size, overcoming distance, getting started with collaborative libraries in 1998. Libraries are arranged by town in alphabetical order and by the following ranges of population served: 30,001 and over, 18,001-30,000, 12,001-18,000, 9,001=12,000, 6,001-9,000, 3,001-6,000, 1,001-3,000, and under 1,000. The following data are provided for each library: position(s); annual salary; hourly wage; MLS (Master of Library Science); non-MLS; social security; health insurance; dental insurance; annual leave; sick leave; and other. (MES)

ED 446 774 IR 057 918

Garrison, Judy; Hickey, LadyJane; Stillman, Garry; Wise, Steven
A Layperson's Guide to Legal Research.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Libraries; Court Litigation; Federal Legislation; Federal Regulation; Higher Education; *Law Libraries; Reference Materials; *Research Skills; *Research Tools; Search Strategies; State Legislation; State Regulation
IDENTIFIERS- *Legal Reference Materials; *Legal Research; Saint Marys University of San Antonio TX; Texas

This document provides a layperson's introductory guide to researching primary legal materials, as well as using secondary research tools, in the Sarita Kenedy East Law Library at St. Mary's University (Texas). The guide includes the following sections: (1) Guide to Legal Abbreviations; (2) How To Find a Law Journal Article; (3) Legal Dictionaries and Encyclopedias; (4) Citing the Law; (5) Citations; (6) Double or Parallel Citations; (7) How To Find a U.S. Supreme Court Case; (8) How To Find a Federal Case; (9) How To Find a Federal Statute: Bills and Public Laws; (10) How To Find a Federal Statute: Federal Codes; (11) How To Find Regulations in the Federal Register; (12) How To Find Regulations in the Code of Federal Regulations; (13) How To Find a Texas Case; (14) How To Find Texas Statutes and Codes; (15) How To Find a Case from a State Other Than Texas; and (16) Texas Administrative Regulations. (MES)

ED 446 775 IR 057 920

New York State Forum for Information Resource Management: 1999-2000 Annual Report.
PUB DATE- 00
NOTE- 27p.; For the 1998-99 report, see ED 437 951.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Annual Reports; Cooperative Programs; Educational Technology; *Information Management; *Information Policy; Information Scientists; *Information Technology; Institutional Cooperation; Nonprofit Organizations; *Policy Formation; Program Descriptions; *State Government; Statewide Planning
IDENTIFIERS- Electronic Commerce

This annual report of the New York State Forum for Information Resource Management begins with a section that summarizes key activities for 1999-2000, including partnerships with other nearly 23% of the respondents were pursuing additional education; and (6) on average, graduates expressed satisfaction with components of their program and with college services. Appendices contain data tables derived from survey results. (Contains 14 references.) (VWC)

ED 446 795 JC 000 734

Forestieri, Kathleen; Karlen, Janice; Coiro, Robert; Gabriel, Theodore; Leff, Elaine; Silverman, Barry; Wertheimer, David
Assessment of the Business Administration and Business Management Programs.
PUB DATE- 99
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration Education; Community Colleges; Curriculum Development; *Educational Assessment; *Outcomes of Education; Two Year Colleges
IDENTIFIERS- City University of New York La Guardia Comm Coll

This document presents City University of New York LaGuardia Community College's Department of Accounting and Managerial Studies assessment of its business and administration and business management programs report, and includes the following items: (1) a description of the mission and goals of the Department of Accounting and Managerial Studies; (2) a descriptive analysis of the curriculum and delivery of instruction; (3) an assessment of the curriculum and delivery of instruction, which is further subdivided into the following categories: national standards, content area assessment, and course assessment; (4) interviews with Cooperative Education employers; (5) surveys of students enrolled in managerial studies courses; (6) an articulation report involving a review of the courses in the business administration and business management programs; (7) a grade distribution report for managerial studies courses; (8) a look at department sponsored student activities, including the King-Wallenberg Law Society and the Accounting and Managerial Club; (9) a summary of the department's human resources, facilities and equipment, fiscal resources, and college-wide services; (10) a summary of recommendations and future goals for the college and the department; and (11) an appendix of survey instruments (graduate applicants survey and content area survey) used in the study and verbatim responses to question on improvement of facilities. (VWC)

ED 446 796 JC 000 735

Cosumnes River College Strategic Plan.
PUB DATE- 00
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Planning; Institutional Mission; *Organizational Objectives; School Policy; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Cosumnes River College CA

Cosumnes River College's (California) 2000 strategic plan describes a shared vision for the college's future and is intended to assist the college community in the dynamic process of responding to changes in student needs, educational policy,

NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescent Development; *Adolescents; Attention; *Child Health; Childhood Needs; Comparative Analysis; Emotional Response; Employment; *Fatigue (Biology); Learning; Performance Factors; Psychological Patterns; *Sleep; Time Factors (Learning)
IDENTIFIERS- Beginning of School Day; Driving; Public Awareness; *Sleep Deprivation; *Sleep Disorders

This report summarizes the presentations and discussion at a workshop on adolescent sleep. The workshop was organized by the Board on Children, Youth, and Families and the Forum on Adolescence of the National Research Council and Institute of Medicine. The workshop brought together policy makers, researchers, and practitioners to examine research on adolescence and sleep, focusing on adolescents' sleep needs, typical sleep patterns, influences on sleep problems and disturbances, and the consequences of insufficient sleep. The topics covered are: (1) adolescent development and sleep; (2) adolescent sleep patterns and daytime sleepiness; (3) consequences of insufficient sleep; (4) identifying and intervening in clinical sleep problems; (5) changing school starting times; (6) educating the public about adolescent sleep needs; (7) next steps, including increasing public awareness about sleep needs, documenting the sleep debt in high school students, and designing appropriate interventions. The workshop agenda and a list of participants are appended. (Contains 37 references.) (KB)

ED 446 817 PS 028 883

It Won't Happen Unless We Try: An Activity Guide for Partnerships among Schools, Families and Communities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; *Educational Improvement; Elementary Secondary Education; *Family School Relationship; Institutional Cooperation; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; *Partnerships in Education; School Community Programs; *School Community Relationship; *School Support

This activity guide is intended to further school-family-community partnerships to help all children succeed. The guide is based on "conversation starters" which were created during the initial phase of a Family Involvement/Community Engagement Project conducted by the Laboratory at Brown University from September 1996 through June 1997. In each of the project's six schools, a team of school administrators, teachers, family advocates, families, and community representatives began conversations about school/family/community connections to support school reform from different points of view. Each school then developed its own action plan. The three conversation starters were: (1) Where is our school headed?; (2) How is our school involving families and the community?; and (3) How can our school broaden its family and community

(Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Child Advocacy; *Child Safety; *Children; *Federal Legislation; *Guns; Homicide; *Public Policy; Suicide; Tables (Data); Violence

Noting that firearms outnumber children by a margin of almost three to one in the United States, this report advocates gun safety policies to protect children. The report provides information on trends in youth firearm deaths from 1994 and 1999 and comparisons of U.S. data to those of other industrialized countries. A table delineates 1996-1998 statistics on firearm deaths of children and teens ages 0-19 for each state and nationwide, differentiating deaths due to homicide, suicide, accident, and unknown intent. Additional tables provide information on firearm deaths by age and race, and on firearm deaths from 1979 to 1998. The report argues that national legislation is needed to: (1) register all firearms and license all gun owners; (2) encourage safe storage laws and mandatory trigger locks; (3) apply consumer safety standards to the gun industry; and limit handgun purchases to one a month. In addition, the report presents findings of a recent poll indicating that 90 percent of American high school students support key gun safety proposals. (Contains 15 references.) (KB)

ED 446 837   PS 028 958

Andrejack, Kate, Comp.; Judge, Amy, Comp.; Simons, Janet, Comp.
Children in the States, 2000.
PUB DATE- 00
NOTE- 182p.; For 1999 Data Book, see ED 433 934.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; *Child Health; *Child Safety; Child Support; *Child Welfare; *Children; Day Care; Demography; Early Childhood Education; Early Parenthood; Economic Status; Elementary Secondary Education; Federal Programs; Foster Care; Health Insurance; Infant Mortality; Poverty; Prenatal Care; *Social Indicators; *State Norms; Statistical Surveys; Tables (Data); Violence; Welfare Recipients; Welfare Services; Youth Problems
IDENTIFIERS- *Indicators; United States

This data book provides statistics on a range of indicators that measure critical aspects of children's lives in each of the 50 states and the District of Columbia. Statistics are provided in the following categories: (1) national rankings in population and family characteristics; (2) health and disabilities (including children lacking health insurance, child covered by Medicaid, early prenatal care incidence, low birthweight births, infant morality, child immunizations, and teen birth rates); (3) child care and early childhood education (including percentage of mothers in the labor force, child care costs, Head Start enrollment, and child caregiver requirements and income); (4) economic security and federal program participation (including child poverty, welfare caseloads, and number of participants receiving food stamps, cash assistance, WIC benefits, or food programs); (5) child and adolescent safety (including firearm deaths, child abuse and neglect incidence, and minority representation in juvenile detention centers); (6) elementary and secondary education (including teacher-pupil ratios, percentage of teachers without a degree in the subjects they teach, high school completion rate, and per pupil spending); and (7) available state funds (including total state budget, tobacco settlement monies, unspent

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childhood Attitudes; Childrens Television; Early Childhood Education; Parent Materials; Parent Student Relationship; *School Attitudes; Student Adjustment; *Student Attitudes; Student Motivation; *Young Children
IDENTIFIERS- *Arthur (Television Series); Public Broadcasting

Noting that starting school is a major milestone for young children as well as for their parents, this activity booklet provides a read-aloud story for parents to share with their children to help them feel confident and comfortable in school. The story features the Public Broadcasting System characters Arthur and his sister D.W., and includes suggested questions for parents to ask their children. The booklet also contains a drawing activity for parents and children to do together and suggests books with stories about school. Tips for parents include the following: (1) encourage your children to talk about school; (2) admire your children's creativity and effort; (3) get involved in your children's education; and (4) speak up if there is a problem. The booklet concludes with specific suggestions for parents of preschool and kindergarten children and for children in grades one through three. (KB)

ED 446 858 PS 028 992

Schottman, Elly
Arthur: The Ups & Downs of Friendship. An Activity Booklet for Parents and Kids.
SPONS. AGENCY- Department of Education, Washington, DC.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 00
NOTE- 17p.; For related documents, see PS 028 991-998. Illustrated by Marc Brown.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Television; Early Childhood Education; *Friendship; *Parent Child Relationship; Parent Materials; Parents as Teachers; *Peer Relationship; *Young Children
IDENTIFIERS- *Arthur (Television Series); Public Broadcasting

Noting that helping children deal with the ups and downs of friendship is one of the challenges parents face, this activity booklet provides a read-aloud story for parents to share with their children to help them deal with friendship and peer relationships. The story features the Public Broadcasting System characters Arthur and his sister D.W., and includes suggested questions for parents to ask their children. The booklet also contains a game for parents and children to play together, and suggests books and Arthur videotapes with stories about friendship. Tips for parents include the following: (1) discuss "getting along" rules; (2) take time to listen; and (3) be supportive. The booklet concludes with specific suggestions for parents of children ages 3 to 5 years, 5 to 7 years, and 7 to 9 years. (KB)

ED 446 859 PS 028 993

ED 446 877 PS 029 035

Gallick, Barbara
The Hairy Head Project.
PUB DATE- 00
NOTE- 46p.; In: Early Childhood Research & Practice: An Internet Journal on the Development, Care, and Education of Young Children, Fall 2000; see PS 029 032.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Learning; Day Care; Early Childhood Education; *Experiential Learning; Program Descriptions; *Student Projects; Student Research; Teaching Methods; *Young Children
IDENTIFIERS- Hair; Hairstyles; *Project Approach (Katz and Chard)

A class of 3- to 6-year-old children in a Midwestern child care center chose to study hair and hairstyling salons as a group project. This article discusses how the project evolved, describes the three phases of the project, and provides the teacher's reflections on the project. Photos taken during the project are included. (Author)

ED 446 878 PS 029 038

Brazelton, T. Berry; Greenspan, Stanley I.
The Irreducible Needs of Children: What Every Child Must Have To Grow, Learn, and Flourish.
PUB DATE- 00
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Development; *Child Development; *Child Rearing; Child Safety; *Childhood Needs; Community Role; Cultural Influences; Developmental Stages; Developmentally Appropriate Practices; Discipline; Early Childhood Education; Emotional Development; Environmental Influences; Family Influence; Family Relationship; Individual Differences; *Infants; Intellectual Development; International Cooperation; *Parent Child Relationship; Social Development; *Young Children

Noting that although there have been admirable initiatives in public health, education, pediatrics, and the law to improve the lot of children, few have tried to identify the fundamental requirements of a healthy childhood, this book explores seven needs of infants and young children and their families that provide the fundamental building blocks for children's higher-level emotional, social, and intellectual abilities. The chapters are: (1) "The Need for Ongoing Nurturing Relationships"; (2) "The Need for Physical Protection, Safety, and Regulation"; (3) "The Need for Experiences Tailored to Individual Differences"; (4) "The Need for Developmentally Appropriate Experiences"; (5) "The Need for Limit Setting, Structure, and Expectations"; (6) "The Need for Stable, Supportive Communities and Cultural Continuity"; and (7) "Protecting the Future," which discusses the need for international cooperation to meet the needs of all children. The book discusses each of these needs in terms of their implications for family life, child care, education, the social service and welfare systems, the criminal justice system, and the health and mental health systems, and makes recommendations for changes to U.S. policies with regard to each of these

DESCRIPTORS- *Algebra; Elementary Secondary Education; *Equations (Mathematics); Mathematics Instruction; *Problem Solving

If equivalent operations are performed on the left term and right term of an equation, a new equation results. This principle allows one to produce equations with a variable isolated on one side and its value(s) on the other. It also underlies problem-solving in situations where equations are not explicitly used, but the problem calls for recognizing that two quantities are equal in value and using that information to derive conclusions about values of unknown quantities. The present paper focuses on how third-grade children recognize and use this logical principle in solving problems. It also looks at issues children face as they try to represent unknowns through written notation and use their written symbols to draw inferences about unknown values. The results showed that children comfortably recognized that equal additive operations upon equal quantities produce equal results (Study 1). Further, they easily produced written representations of known (numerically quantified or measured) quantities. However, the children showed considerable hesitation about producing written representations for unknown quantities (Study 2). Their hesitation seems to stem from the challenge of finding a symbol to represent a quantity without constraining or making incorrect presumptions about values it may stand for. (Author)

ED 446 896 SE 063 397

Blumberg, Roger B.

MendelWeb: An Electronic Science/Math/History Resource for the WWW.

PUB DATE- 94

NOTE- 7p.; Paper part of the World Wide Web Conference: Mosaic and the Web (2nd, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biology; Distance Education; *Genetics; Higher Education; Mathematics Education; Nontraditional Education; *Resource Materials; *Science Instruction; Teaching Methods; *World Wide Web

IDENTIFIERS- Online Courses

This paper describes a hypermedia resource, called MendelWeb that integrates elementary biology, discrete mathematics, and the history of science. MendelWeb is constructed from Gregor Menders 1865 paper, "Experiments in Plant Hybridization". An English translation of Mendel's paper, which is considered to mark the birth of classical and evolutionary genetics, is presented as an active document, with links to traditional reference material (e.g. glossaries, biographies, and the original German text) as well as images, tutorials, active commentaries, related Web sites, and animations. Users can choose to view any of several versions of the Mendel paper, each featuring different degrees of activity and annotation, and MendelWeb is designed to be accessible and useful to those running basic text browsers like Lynx, as well as full-featured browsers like Mosaic. MendelWeb, which is currently under construction at Brown University, is proposed not as an on-line textbook, but as a resource for teachers and students inside and outside traditional school environments. The links integrate elementary mathematics (i.e. probability and

DESCRIPTORS- Cooperation; Critical Thinking; *Field Experience Programs; High Schools; Higher Education; *Partnerships in Education; Pedagogical Content Knowledge; *Preservice Teacher Education; Science Instruction; Scientific Principles; Secondary School Teachers

This paper explores the interactions between preservice and inservice teachers in a non-school setting as a part of the EarthVision 2000 project. The involvement of inservice teachers in teacher education plays an important role in the knowledge of field experiences. Creating a program for the initial preparation of preservice teachers for effective teaching has been a challenge for educators. With the implementation of EarthVision materials and development--a partnership between preservice and inservice teachers--the goal was to improve the quality of preservice teacher education. This study explores whether the selected seven high school science teachers and one high school mathematics teacher benefited from the early collaboration with inservice teachers. (Contains 15 references.) (YDS)

ED 446 921 SE 063 919

Hennessey, M. Gertrude
Probing the Dimensions of Metacognition: Implications for Conceptual Change Teaching-Learning.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999). Paper has a small font.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Concept Formation; Elementary Education; Learning Processes; *Metacognition; Science Instruction
IDENTIFIERS- *Conceptual Change

High among the many purposes of education is the conjecture that higher-levels of cognitive activity are important to learning and intellectual development. One of the most exciting educational implications is the leverage that one may expect by enhancing learning at the cognitive and metacognitive levels. Despite the relatively rich history in both cognition and metacognition, no consensus has emerged as to the nature of higher-level knowledge. The present study aimed to know more about: (1) the nature of metacognition, and to characterize facets of higher-level metacognitive thought; (2) the process by which individuals change their metacognitive capacities with experience; and (3) the role of pedagogical practices in facilitating changes in metacognition. Six cohorts of elementary students (grades 1-6 participated in this naturalistic study across three academic years. Analysis of the data supports the following claims. First, metacognition is within the capabilities of young (school age) children. Second, children's metacognitive ability is multifaceted in nature, it can be probed and teased apart. Third, changes in metacognitive sophistication can be gained by actively engaging in the process. Fourth, changes in metacognitive ability and conceptual understanding may be more closely linked to the individual student's epistemological stance. (Contains 102 references.) (Author)

ED 446 922 SE 063 920

Understanding: Layered Observations" (Jo Towers, Lyndon Martin, and Susan Pirie); (8) "Modeling the Development of the Concept of Function" (Mindy Kalchman and Robbie Case); (9) "Student Conjectures in Geometry" (Anderson Norton); (10) "Young Children's Statistical Thinking: A Teaching Experiment" (Arsalan Wares, Graham A. Jones, Cynthia W. Langrall, and Carol A. Thornton); (11) "Symbols and Meanings in Teacher-Student Interaction During Mathematical Problem Solving" (Olive Chapman); (12) "Prospective Teachers' Part-Whole Division Problem Solution Strategies" (Walter E. Stone, Jr.); (13) "Epistemological Analyses of Mathematical Ideas: A Research Methodology" (Patrick W. Thompson and Luis A. Saldanha); (14) "Parents as Learners of Mathematics: A Different Look at Parental Involvement" (Marta Civil, Rosi Andrade, and Cynthia Anhalt); (15) "Teacher Change in the Context of Cognitively Guided Instruction: Cases of Two Novice Teachers" (Nancy Nesbitt Vacc, Anita H. Bowman, and George W. Bright); (16) "Thought and Action in Context: An Emerging Perspective of Teacher Preparation" (Sarah B. Berenson and Laurie O. Cavey); (17) "Models of Curriculum Use in the Context of Mathematics Education Reform" (Miriam Gamoran Sherin and Corey Drake); (18) "Students Exploring Geometrical Concepts Using Teachers' Web Pages" (Armando L. Bezies); and (19) "Integers versus Fractions: A Study with Eighth Grade Students" (Aurora Gallardo and Rogelio Novoa). (ASK)

ED 446 946 SE 064 099

Plant Structure & Growth. Plant Life in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 100-104. Videotape designed for grades 5-8.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Adjustment (to Environment); *Anatomy; Hands on Science; Intermediate Grades; Junior High Schools; *Plant Growth; *Plants (Botany); Science Activities; Science Education; Science Experiments; Videotape Recordings

What if you could build a machine that could make it's own fuel, adapt to changing conditions, and generate priceless products like air and water? Over millions of years, vascular plants have developed roots, stems and leaves that work together to perform these feats, as well as provide energy for every living thing on Earth! In Plant Structure and Growth, students will discover how plant cells are organized to form specialized tissues like xylem and phloem as they follow the movement of water, minerals and food through a plant's "plumbing system." Diagrams and microscopic photography illustrate how plant structures form systems that support plant growth. In a hands-on activity suitable for the classroom, students investigate geotropism and observe how plants react to their environment. This program is based on the concepts outlined in the National Science Education Standards for Life Science: Structure & Function in Living Systems, Reproduction & Heredity, Regulation & Behavior, Populations & Ecosystems and Diversity & Adaptations of Organisms. A teacher's guide is included. (ASK)

ED 446 947 SE 064 100

Plant Biodiversity. Plant Life in Action TM . Schlessinger

Zaky, A. A.; El-Faham, M. M.
The University-Industry Gap and Its Effect on Research and Development in Developing Countries.
PUB DATE- 98
NOTE- 6p.; Paper presented at the FIE Conference (1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Continuing Education; Cooperation; *Developing Nations; Engineering Education; Foreign Countries; Higher Education; *Industry; *Scientific and Technical Information; *Universities
IDENTIFIERS- Europe; United Kingdom

In both developed and developing countries a gap exists between universities and industry. In developed and industrialized countries universities are in the process of forsaking their ivory towers and forging strong links with industry, mainly through sponsored research and continuing education. In developing countries the gap is very wide indeed. How can it be bridged? This paper analyzes the university-industry gap syndrome and suggests means by which the gap can be reduced. Since research plays a very important role in promoting university-industry ties, the role of R&D as a linkage between universities and industry is also discussed. (Author)

ED 446 970 SE 064 219

Kulacki, F. A.; Krueger, E. R.
Trends in Engineering Education--An International Perspective.
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Developing Nations; Educational Development; *Engineering Education; *Engineering Technology; Environment; Foreign Countries; Futures (of Society); Higher Education; Industry; Information Technology; *International Cooperation
IDENTIFIERS- United Kingdom

This paper presents a critical overview of contemporary international trends in engineering education. An analysis is presented of engineering curricula, educational delivery systems, engineering programs in developed and developing nations, and major challenges facing engineering education worldwide. Our intent is to synthesize the many ideas under the broad categories that have been presented at two recent world conferences on engineering education held in the United Kingdom in 1991 and in the United States in 1995. Based on this analysis of the contemporary situation, we present our perspectives on the immediate future and the possible scenarios facing engineering schools over the next generation. (Author)

ED 446 971 SE 064 220

da Silveira, Marcos Azevedo; da Silva, Mauro Schwanke; Kelber, Christian R.; de Freitas, Manuel R.

subset of items from form A that can better predict students' success in mathematics classes. The third purpose was to determine a subset of items from form G that can better predict students' success in mathematics classes. Those items whose item discrimination power were greater than 1 were the reliable items. The identified reliable items can be used exclusively or they can be weighted more and then used in conjunction with the less reliable items in placing students into math classes. This process, perhaps, may guard against placing students into classes where they do not belong. (Contains 17 references.) (YDS)

ED 446 995   SE 064 300

Jackson, Louise
Increasing Critical Thinking Skills To Improve Problem-Solving Ability in Mathematics.
PUB DATE- 00
NOTE- 34p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Critical Thinking; Grade 6; Intermediate Grades; Mathematics Curriculum; *Mathematics Instruction; *Problem Solving; Teaching Methods; *Thinking Skills

This report investigated to what extent a curriculum designed to actively teach critical thinking skills resulted in students utilizing higher-order thinking skills (e.g., analysis, synthesis and evaluation). An intervention strategy was designed for a sixth grade class located in a diverse suburban community in northern Illinois. The intervention targeted the mathematics curriculum and was designed to incorporate the teaching of critical thinking skills. Students were administered a pretest to determine baseline data. The intervention included the daily use of a variety of thinking skill enhancers and guided assessment of problem-solving strategies for a twenty-week period. Results indicated success on many levels. Students displayed increased self-esteem and confidence in their abilities to problem-solve. Self-reflection of their work was also observed. Students were able to verbalize their thought processes in analyzing problems. As an indicator of success, however, it was hoped that there would have been a higher number of students displaying an increase in posttest results. Nevertheless, with over fifty percent of the students involved in the intervention showing increased scores, the time and energy expended in this project were affirmed. (Contains 13 references.) (Author/YDS)

ED 446 996   SE 064 301

Herget, Wilfried; Heugl, Helmut; Kutzler, Bernhard; Lehmann, Eberhard
Indispensable Manual Calculation Skills in a CAS Environment.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algebra; *Computation; *Computer Uses in Education; Elementary Secondary Education; *Graphing Calculators; Mathematics Education
IDENTIFIERS- *Computer Algebra

ED 447 018 SO 032 211

National Standards for Social Studies Teachers.
PUB DATE- 99
NOTE- 34p.; For a related document, see SO 032 212.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Knowledge Base for Teaching; *National Standards; *Social Studies; Teacher Education; *Teacher Qualifications
IDENTIFIERS- *National Council for the Social Studies; Professional Guidelines

This booklet describes and explains the National Council for the Social Studies (NCSS) national standards for social studies teachers; which were approved by the NCSS Board of Directors on April 27, 1997. The booklet consists of two general sections: (1) an introduction, which contains, in addition to an overview, information about the background and contexts in which the standards were developed, and a description of the audiences to which the standards are addressed; and (2) the standards themselves. It explains that the standards are of two types: subject matter standards, which outline in some detail the social studies content that teachers should know and the skills and disposition they should possess to teach social studies appropriately; and pedagogical standards, which outline in general the pedagogical knowledge, skills, and dispositions needed for general teacher effectiveness. The subject matter standards are the main focus of the booklet because they are the primary areas of expertise and responsibility of NCSS and its members in the national education professional community. These standards are intended to be used to assess and help improve both the professional knowledge, capabilities, and dispositions of individuals seeking initial state licensure to teach social studies in U.S. classrooms and the quality of college and university social studies teacher education programs. (BT)

ED 447 019 SO 032 212

Program Standards for the Initial Preparation of Teachers of Social Studies.
PUB DATE- 99
NOTE- 24p.; For a related document, see SO 032 211.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Guidelines; Higher Education; *Social Studies; *Teacher Certification; *Teacher Education
IDENTIFIERS- National Council for Accreditation of Teacher Educ; *National Council for the Social Studies

These guidelines are derived from the National Council for the Social Studies (NCSS) document, "National Standards for Social Studies Teachers." The guidelines are intended to be used by institutions that prepare teachers to assess the quality of their teacher preparation programs for licensure (or certification) in comprehensive social studies and/or the

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Educational Games; *Ethical Instruction; *Ethics; *Individual Development; Middle School Students; Middle Schools; Moral Values; Skill Development; Value Judgment
IDENTIFIERS- *Character Education; *Moral Reasoning

Character education's single-minded focus on virtues and moral exemplars is apt to leave young people wondering what an individual does to be honest or courageous or generous or determined. Kohlberg's well-known levels of moral development do not involve the application of universal principles until the most mature stages. Some discussion of moral theory, including an exploration on moral principles, could augment character education efforts. This paper discusses three interactive learning models an educator uses to help develop the moral reasoning skills of elementary and middle school students. The paper explains that the educator concentrates on three different interactive exercises: (1) a Prisoner's Dilemma-type game to teach the value of cooperation; (2) a character modeling game that explores the meaning of fairness; and (3) a scenario exploration exercise using different moral theories to help students see how theoretical moral principles can be applied to figure out the right thing to do. Each exercise is described in detail. The paper concludes that these games and exercises enable students to generate the principles by themselves, from the inside-out, and in so doing, they achieve a familiarity and dexterity with them that otherwise would be unattainable. (BT)

ED 447 041 SO 032 271

Catch the Spirit! Lesson Plans and Calendar , September 2000-August 2001.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; School Community Relationship; Secondary Education; *Service Learning; Social Studies; *Student Development; Student Journals; *Student Projects; *Student Volunteers; Teacher Role
IDENTIFIERS- Community Based Organizations

This packet contains lesson plans with real-life service projects that students can do throughout the school year, from September 2000 to August 2001. The lesson plans in the packet provide teachers with flexibility to offer them to students as young as grade 5 and as old as grade 12. The lesson plans, although essentially social studies, service learning, or civics lessons, can be used to enhance other skills, such as research techniques, problem solving, creative writing, and personal development. Each lesson plan in the packet features a variety of class activities, individual assignments, a real class service project that will be determined and implemented by the students, and reflection activities. Keeping a student journal is a component of all 12-months' plans. Each lesson plan varies in time commitment; some require only one or two class periods, while others require as many as five class periods. The packet contains a calendar of "timely tips" and real-life service projects. Includes a list of resources. (BT)

The "Focus" series, part of the National Council on Economic Education's (NCEE) EconomicsAmerica program, uses economics to enhance learning in subjects such as history, geography, civics, and personal finance, as well as economics. Activities are interactive, reflecting the belief that students learn best through active, highly personalized experiences with economics. The lessons are correlated explicitly to NCEE's "Voluntary National Content Standards in Economics" and "A Framework for Teaching Basic Economic Concepts." This lesson guide helps to reinforce the case for, as well as redefine the approach to teaching about different types of economic systems, in light of the breakup of the former Soviet Union and market reforms now underway in many nations that were, until recently, the most important examples of centrally planned economies. As demonstrated in the lessons contained in this volume, comparing the institutional arrangements that form the foundation of different nations' economic systems reveals that a wide spectrum still exists, ranging from largely individualistic and market-oriented approaches to a considerable degree of governmental intervention in the overall economy. This guide contains an introductory essay, "A Comparative Analysis of Economic Systems," as well as 12 lessons that feature a wide range of activities, handouts, and discussion guides for classroom use. (Author/BB)

ED 447 062   SO 032 307

McGovern, Anne Marie
Working in Harmony: Some Effects of Music in the Classroom.
PUB DATE- 00
NOTE- 45p.; M.A. Action Research Project, Field Based Masters Program, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Applied Music; *Classroom Environment; Classroom Techniques; Grade 3; *Music Education; Primary Education; Student Motivation; Teacher Role

The objective of this research project is to observe some effects music has on the elementary classroom. This study was conducted with the third grade students throughout the first semester of the 1999-2000 school year. Music is a language with powerful appeal to children of all ages. Love of music may be an excellent strategy to assist and motivate children to learn. It is also important to note that children retain 24 percent of what they hear, 40 percent of what they see, and 70 percent of what they learn through multisensory experiences. The instructor explored strategies in which music might enhance the classroom learning environment. Some strategies that were implemented were the use of rhythm spelling and using song and movements to help remember key concepts. Background music during instruction was employed. The instructor implemented music to change the students' state of mind. Finally, motivation was explored through music in the classroom. Results suggested that the students enjoyed the varied uses of music in the classroom. Motivating music, the clapping rhythm, and Rhythm Spelling were cited as particularly useful and appreciated by students. The use of positive morning music was found to be not helpful in improving the classroom environment. (Author/BB)

ED 447 063   SO 032 325

American History and Basic American History and European

Preparing Teachers: Redefining the Role of Schools of Education" (Dennis Thiessen); and "Adequacy and Allocation Within Higher Education: Funding the Work of Education Schools" (Richard D. Howard, Andy Hitz, and Larry J. Baker). Part 5, "The Final Arena: Building Capacity for Change," includes "Teaching for America's Future: National Commissions and Vested Interests in an Almost Profession" (Linda Darling-Hammond). (Papers contain references.) (SM)

ED 447 081 SP 039 556

Beitz, Steffen
Sport in Germany. Basis-Info: Social Policy. In-Press.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletes; *Athletics; Disabilities; Drug Abuse; Foreign Countries; Mass Media; Olympic Games; Political Influences
IDENTIFIERS- Europe; European Union; *Germany; Sponsors; Sports Clubs

This report describes sports in Germany, explaining that sport is part of Germany's culture. Popular sports are enjoyed by both the public and private sector. Germany has a well-developed club and association sector. One in three Germans belongs to a sports organization. A major feature of sport in Germany is its autonomy. Popular sports begin in school and promote health and wellbeing. The German Handicapped Sports Association promotes sports for people with disabilities. Top athletes are role models for young people in general and young athletes in particular. There is government support for top athletes. The sporting world has to work with the problem of drugs in athletics (doping to boost performance). Sponsorship is becoming increasingly important as a new form of cooperation between the sport and business sectors. The mass media has a tremendous influence on German athletics, both positive and negative. About one-third of European Union citizens are members of sports associations. The European Sports Forum was established in 1991 to create a forum for discussion and information exchange. Germany's involvement in the Olympics has been very politicized over the years for many reasons, and competitive sport has rarely been free from political pressure. (SM)

ED 447 082 SP 039 557

Harding, Anne S.
Milestones in Health and Medicine.
PUB DATE- 00
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Anesthesiology; Cancer; Clinical Diagnosis; Cytology; Dentistry; Drug Use; Federal Government; Females; Genetics; Gynecology; *Health Promotion; Heart Disorders; Males; *Medicine; Neurology; Nutrition; Obstetrics; Ophthalmology; Pain; Pediatrics; Pharmacology; Physiology; Psychology; Public Health; Radiology; Surgery; Tissue Donors
IDENTIFIERS- Antibiotics; Cells (Biology); Dermatology; Emergencies; Endocrine System; Gastrointestinal Diseases;

a systematic progression of activities that have a clear lesson focus. If structured correctly, small-sided games can provide many of the progressions that are often missing links in planning. One of the best small-sided game approaches to invasion or goal oriented sports is the grid system. A typical grid system for soccer is included, noting hints for more advanced concepts. In volleyball, students need to be able to control the ball in order to begin playing. A small-sided approach to volleyball begins with the forearm pass, with students in groups of three on either side of the net. The paper explains setup of the game and describes an excellent variation of the basic game entitled King/Queen of the Court. (SM)

ED 447 101 SP 039 579

Gordon, Stephen P.; Maxey, Susan
How To Help Beginning Teachers Succeed. 2nd Edition.
PUB DATE- 00
NOTE- 119p.; For first edition, see ED 341 166.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Mentors; Needs Assessment; Program Development; Program Evaluation; Teacher Morale; Teacher Orientation

This book explores the reasons that beginning teachers struggle and provides research-based plans for helping them make the most of their initial teaching years. It proposes Beginning Teacher Assistance Programs (BTAPs) as a practical strategy for success. BTAPs draw on the knowledge and expertise of teachers, principals, central office administrators, and school-based staff. They act as a formal, systematic effort to provide ongoing assistance to new teachers during the induction period. The eight chapters focus on: (1) "The Problem: Unforeseen Difficulties" (difficult work assignments, inadequate resources, unclear expectations, isolation, role conflict, and reality shock); (2) "The Solution: A Beginning Teacher Assistance Program"; (3) "Developing an Assistance Program" (organizing a team, conducting a needs assessment, identifying available resources, developing a written plan, and implementing the program); (4) "Mentors" (recruiting, selecting, preparing, and matching mentors); (5) "Needs Assessment"; (6) "Forms of Initial Assistance" (celebrating new arrivals and establishing rapport and trust); (7) "Forms of Ongoing Assistance" (e.g., moral support, system information, socialization, team meetings, co-teaching, and collaborating); and (8) "Summative Program Evaluation." Resources for practitioners are included. (Contains 100 references.) (SM)

ED 447 102 SP 039 580

Framework for Healthful Living Education.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

DESCRIPTORS- Biology; Curriculum Guides; Elementary Education; *Elementary School Science; *Environmental Education; Environmental Influences; *Food; Foods Instruction; Health Promotion; Nutrition Instruction; Physical Sciences; *Science Education

IDENTIFIERS- *Environmental Health

This curriculum guide for students in grades K-4 is part of the My Health My World Series. It explores environmental issues, focusing on food and the environment. The unit includes (1) an activities guide for teachers entitled, "Food and My World," which presents activity-based lessons that entice students to discover concepts in science, mathematics, and health through hands-on activities (nutrition, physical science, biology, and environmental health); (2) a colorful illustrated storybook entitled, "The Mysterious Marching Vegetables," which teaches science and health concepts throughout the story; (3) a reading activities booklet entitled, "The Reading Link," which presents reading activities that are designed for use with "The Mysterious Marching Vegetables"; and (4) "Explorations for Children and Adults," a mini-magazine full of information, activities, and fun things to do in class or at home related to the food people eat, healthy eating, food labels, nutrition, and oral health. (SM)

ED 447 122 SP 039 605

Tharp, Barbara; Dresden, Judith; Moreno, Nancy
My Home Planet Earth: My Health My World.
SPONS. AGENCY- National Inst. of Environmental Health Sciences (NIH), Washington, DC.
PUB DATE- 97
NOTE- 118p.; Illustrated by T. Lewis.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Biological Sciences; Curriculum Guides; *Ecology; Elementary Education; *Elementary School Science; Environmental Education; *Environmental Influences; Physical Sciences; *Science Education

This curriculum guide for students in grades K-4 is part of the My Health My World series which explores environmental health issues. It includes (1) an activities guide for teachers, which focuses on physical science, life science, and environment and health, presenting activity based lessons that entice students to discover concepts in science, mathematics, and health through hands-on activities; (2) a colorful illustrated storybook entitled, "Mr. Slaptail's Curious Contraption," which teaches science and health concepts; (3) a reading activities booklet entitled, "The Reading Link," which presents reading activities to use with "Mr. Slaptail's Curious Contraption"; and (4) "Explorations for Children and Adults," a mini-magazine full of information, activities, and fun things to do in class or at home related to the atmosphere and health; climate; tips for healthy living; and sun power. (SM)

ED 447 123 SP 039 606

Tharp, Barbara; Dresden, Judith; Moreno, Nancy
Water and My World: My Health My World.
SPONS. AGENCY- National Inst. of Environmental Health Sciences (NIH), Washington, DC.
PUB DATE- 97
NOTE- 116p.; Illustrated by T. Lewis.

metacognition. The paper shows that each level of belief formation is related to and dependent on epistemology. Epistemology, in turn, is related to informal reasoning or argumentation and to metacognition. To improve the process of belief formation or adaptation, it is necessary to address all three arenas. The three major aspects of each arena are outlined. (Contains 61 references.) (SM)

ED 447 142   SP 039 629

Achilles, C. M.; Finn, Jeremy D.; Gerber, Susan; Zaharias, J. Boyd
It's Time To Drop the Other Shoe: The Evidence on Teacher Aides.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 30p.; Contains small print. Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Class Size; Elementary Education; *Paraprofessional School Personnel; Small Classes
IDENTIFIERS- Student Teacher Achievement Ratio Project TN

This study examined the effects of teacher aides on students' academic achievement, addressing: whether the presence of a full-time aide in K-3 classrooms would affect student achievement; whether the presence of an aide in the primary grades would affect students' later academic achievement (grades 4, 6, and 8); and whether the nature of aide duties would affect student achievement. Data came from Project STAR (Student Teacher Achievement Ratio), a longitudinal study of the effects of class size and teacher aides on student performance. Researchers collected achievement test scores for students in grades K-3, 4, 6, and 8 and time logs and questionnaires completed by teacher aides in grades 1-3. Results indicated that teacher aides had little if any positive effect on classroom achievement. There was some indication that the presence of an aide may positively affect students' reading achievement in the primary years, but only for students with extended participation in classrooms with aides. Results found that the extent to which aides performed various types of duties did not affect student achievement. The researchers conclude that teacher aides are not a suitable substitute for small classes in the early grades. (Contains 47 references.) (SM)

ED 447 143   SP 039 630

Patterson, Janice H.
Impact of Professional Development Schools on Teacher Education.
SPONS. AGENCY- Alabama Univ., Birmingham. School of Education.; BellSouth Foundation, Inc. Atlanta, GA.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15- 17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Diversity (Student); Elementary Secondary Education; *Faculty Development; Higher Education; *Outcomes of Education; Partnerships in Education;

Canning-Wilson, Christine
Marking English Writing Scripts: A Study Initiative between Blind Marking and Transparent Scoring Practices.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Uses in Education; Criterion Referenced Tests; *English (Second Language); Foreign Countries; *Grades (Scholastic); Higher Education; *Language Tests; Norm Referenced Tests; *Scoring; Student Evaluation; Test Use
IDENTIFIERS- *United Arab Emirates; United Arab Emirates University

The differences between the testing practices at the University General Requirements Unit (UGRU) of United Arab Emirates University and the Higher Colleges of Technology (HCT) were studied, focusing on the differences in styles of grading written English examinations. The UGRU always uses norm-referenced testing in their 1-year foundations program, while the HCT always uses criterion-referenced testing. Research shows that the HCT has more reliable scoring methods and testing practices than the UGRU. The successful scoring of more than 9,000 graded scripts in June 2000 by the HCT supports this finding. The paper also discusses why the use of blind markers and software packages by the HCT and Academic Services makes their grading practices fair and reliable examples for all institutions in the United Arab Emirates to follow. (Author/SLD)

ED 447 166 TM 032 008

Warner, Stephen L.
The Protestant Work Ethic and Academic Achievement.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Factor Analysis; *Factor Structure; *High School Seniors; High Schools; *Student Attitudes; *Work Ethic

The factor make-up of the Protestant Work Ethic, first presented by M. Weber, was explored, and the relationship between endorsement of the Protestant Work Ethic and academic achievement was studied in a sample of 257 high school seniors. The independent variable was level of endorsement of the Protestant Work Ethic. The dependent variable was academic achievement. A principal components factor analysis with varimax rotation was used to determine the factor makeup of the primary construct, Protestant Work Ethic. A Pearson Product Moment Correlation Coefficient was calculated for level of endorsement of the Protestant Work Ethic and each of the 17 measures of academic achievement. The factor analysis identified four factors: (1) effort/success; (2) hard work; (3) anti-leisure; and (4) asceticism. Results show that endorsement of the Protestant Work Ethic was not significantly related to any of the ACT Assessment or Comprehensive Test of Basic Skills scores. Endorsement of the Protestant Work Ethic was significantly negatively related to both Scholastic Assessment Test verbal and mathematics scores. Endorsement of the Protestant Work Ethic was significantly positively related to grade point average (GPA)/ English, GPA/mathematics, GPA/social studies, and GPA/cumulative. Endorsement of the Protestant Work concerns and cost versus benefit comparisons. An appendix contains the computer program for the randomization test. (Contains 38 references.) (Author/SLD)

ED 447 188 TM 032 075

Dion, Gloria; Harvey, Anne; Jackson, Carol; Klag, Patricia; Liu, Jinghua; Wright, Craig
SAT R Program Calculator Use Survey.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Calculators; *College Entrance Examinations; Educational Policy; *High School Students; High Schools; *Mathematics Tests
IDENTIFIERS- *Scholastic Assessment Tests

The Educational Testing Service studied the status of calculator use in high school classrooms. Responses were received from 4,568 high schools. Thirty-eight percent of those who were mailed a survey participated, and 12% of those who received e-mail invitations responded. Results indicate that the prevailing policy in U.S. high schools is to allow the use of calculators during classroom learning activities and tests, especially at higher levels. Scientific calculators were used more frequently than graphing calculators in algebra I and geometry, and graphing calculators were used more frequently in algebra II and precalculus and trigonometry. Teachers, however, had limited familiarity with graphing calculators with symbolic algebra capabilities. Schools indicated that there was little expertise in their use, and that policies concerning their use in the classroom were not determined. Opinions were still divided over the inclusion of a separate noncalculator section on Scholastic Assessment Test Program tests. Teachers were equally divided over requiring graphing calculators for the Mathematics Subject Tests, and only a small percentage of respondents believed that graphic calculators with symbolic algebra capabilities should be allowed for the Mathematics Subject Tests, consistent with the lack of familiarity with the calculators at the time of the survey. An appendix contains the calculator use survey. (Contains 13 tables and 9 references.) (SLD)

ED 447 189 TM 032 077

Lee, Won-Chan; Hanson, Bradley A.; Brennan, Robert L.
Procedures for Computing Classification Consistency and Accuracy Indices with Multiple Categories. ACT Research Report Series.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; *Estimation (Mathematics); *Item Response Theory; *Reliability
IDENTIFIERS- *Accuracy; Beta Binomial Test Model; Three Parameter Model

This paper describes procedures for estimating various indices of classification consistency and accuracy for multiple category motivation to engage in the partnership was increased as they saw that their efforts made a difference; (3) establishing clear goals kept the partnership on course; (4) partnerships were strengthened by partners' different yet complementary resources and skills; and (5) committed leadership at various levels was critical. The implications of these findings for the development of future partnerships with school districts are discussed. (Contains 24 references.) (SLD)

ED 447 209 TM 032 117

Miller-Whitehead, Marie
High Performing Alabama School Systems: What Do the Best Have in Common?
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Effective Schools Research; Elementary Secondary Education; *Institutional Characteristics; Report Cards; School District Wealth; *School Effectiveness
IDENTIFIERS- *Alabama; Educational Indicators

The Alabama State Department of Education School System Report Card provides annual data for each of Alabama's city and county public school systems, including student achievement indicators on the Stanford Achievement Test, High School Exit exam, writing tests, ACT test, dropouts, ADA expenditures, free and reduced lunch, system revenues, and teacher professional certification. An examination of the data for the year 1999 showed that 13 of Alabama's public school systems received a grade of "A" from the State Department of Education in at least 3 categories and no grade of "F" in any of the categories for which the state assigns grades. This report seeks to identify commonalities of the 13 school systems that rated the highest on the State of Alabama's School System Report Card. Elected or appointed superintendent, gender of superintendent, system demographics, system size, location, and student teacher ratio were among the variables used in the comparison. All of the school systems identified were city school systems, rather than county systems. All were relatively small, and demographically, the schools ranged from 99% white to 59% white, with the average 79% white. Three systems had more than the state average of students entitled to free and reduced meals. All of the systems in this study had appointed school superintendents, and all but one were male. The school systems in this study all participated in a variety of special initiatives aimed at improving student achievement. Findings of the study point to the need for school systems to develop models that will be effective in communicating their successes to diverse consumers. This will ensure that the school improvement processes remains vibrant and responsive to changing marketplace demands. (Contains 2 figures, 2 tables, and 10 references.) (Author/SLD)

ED 447 210 TM 032 118

Henson, Robin K.
A Primer on Coefficient Alpha.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English

MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 00
NOTE- 9p.; Additional support provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change; *Educational Attainment; *Job Training; Participation; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Reform Efforts

Recent congressional action has increased the incentives for welfare recipients to seek new skills and has altered the system for providing education and training services. Addressing the impact of changes in welfare regulations on participation in education and training programs requires a baseline measure of how often disadvantaged populations engaged in skill-building activities before the reforms. The first wave of the National Survey of America's Families (NSAF), a nationally representative survey of households that collects a range of economic, demographic, and program participation data, provides such a baseline. The NSAF includes five indicators of human capital investment activities that create new skills. Two concern the development of better work habits: unpaid jobs provided by the government and job search/job readiness training. The other three pertain to basic education, vocational training, and college courses. One in 6 adults aged 25 to 54 engaged in some skill-building activity outside the workplace in 1996. NSAF findings show that even before federal legislation promoting greater work effort began to take effect in 1997, families and individuals receiving government income transfers invested in new work skills more frequently than prime-age adults generally. (SLD)

ED 447 232 UD 033 851

The State of the Cities, 2000: Megaforces Shaping the Future of the Nation's Cities. Fourth Annual Report.
PUB DATE- 00
NOTE- 125p.; For the 1999 report, see ED 438 358.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Factors; *Housing Needs; Job Training; Poverty; Public Policy; Suburban Problems; *Technological Advancement; *Unemployment; *Urban Areas; Urban Problems
IDENTIFIERS- Community Revitalization; Department of Housing and Urban Development

This report, fourth in a series, recounts the most recent data on indicators of the social and economic vitality of U.S. cities and positions the Administration's urban policy agenda to address challenges confronting cities. This year the report identifies four megaforces that are shaping the future of U.S. cities and presents findings showing their impact. The first force is the new high-risk global economy that has been a driver of recent economic expansion in the United States. New technologies, coupled with greater productivity, have produced record economic gains along with new opportunities and risks for U.S. cities and suburbs. New data find that high-tech learning, and examples of group activities. Developing Web content for the Internet course is considered in the third section, including content writing and hypertext, writing style, and interactivity and non-linear content. The next section covers assessment and evaluation issues, including formative and summative evaluations, dialogue, chat room visits, student assignments, and group assignments. The fourth section covers choosing courseware for online instruction, and a table summarizes suggested collaborative projects for the distance learning environment. (Contains 13 references.) (MES)

ED 446 753 IR 020 387

Buckenmyer, James A.; Kunz, David A.; Sterrett, Jack L.
Interactive Television Pointers from Three First Time Presenters.
PUB DATE- 00
NOTE- 14p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; *Distance Education; Educational Technology; Higher Education; *Interactive Television
IDENTIFIERS- Southeast Missouri State University

Three professors from the Harrison College of Business at Southeast Missouri State University were first-time presenters of a new ITV (interactive television) initiative at the college. This paper is an introduction to their experiences, including drawbacks and limitations of the experiences and tips for other first-time presenters. A common outline was used so that the various aspects of their experiences can be compared. The outline covers: course title, level, meeting day, time, and particulars; faculty background and experience; preparation for teaching the ITV course; classroom teaching style; faculty observations about the experience; suggested improvements; and conclusions. A list of equipment and description of classroom setup are included. (MES)

ED 446 754 IR 020 388

Cooke-Plagwitz, Jessamine
New Directions in Foreign Language Learning: Faculty Development at the University of South Carolina.
PUB DATE- 00
NOTE- 6p.; In: Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, TN, April 9-11, 2000); see IR 020 383.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; *Faculty Development; Higher Education; *Instructional Development; Questionnaires; *Second Language Instruction; Teacher Workshops
IDENTIFIERS- *Technology Integration; University of South Carolina

In order to encourage foreign-language faculty to increase their use of technology in the classroom, the University of South organizations, efforts to promote effective technology workforce planning in New York State government, tracking information management developments related to welfare reform, research on the challenges of information privacy in a networked world, publication of the white paper "E-Commerce for New York: Challenges and Opportunities for Government and Community," and strengthening the cooperative network among the various professional organizations and individuals involved in state and local government. The second section describes the following projects and activities planned for 2000-01: (1) new technologies for targeted education, including Web-enabling government, security/vulnerability, project management, staff retention, and new technologies; (2) focus on information policy, including procurement, workforce planning, opportunities for collaboration and coordination, standards development, and improving the business of government; and (3) strengthening knowledge networks. Lists of constituent agencies and executive committee members are included. (MES)

ED 446 776 IR 057 921

Council on Library and Information Resources: Annual Report, 1999-2000.
PUB DATE- 00
NOTE- 50p.; For the 1998-99 annual report, see ED 437 949.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Annual Reports; Electronic Journals; *Electronic Libraries; Higher Education; Leadership; *Library Associations; Library Materials; *Library Services; *Preservation; Research Libraries; World Wide Web
IDENTIFIERS- Council on Library and Information Resources; Digital Collections; Economics of Information

This annual report of the Council on Library and Information Resources (CLIR) begins with a list of staff, a letter for the Chairman of the Board, and a message from the CLIR President. Activities for 1999-2000 in the following areas are then summarized: (1) resources for scholarship, including the artifact in library collections, collections/content and the World Wide Web, and authenticity in the digital environment; (2) preservation awareness, including preserving multimedia resources, recorded sound in peril, and digital preservation; (3) digital libraries, including the Digital Library Federation program and communications infrastructure; (4) economics of information, including electronic journal usage statistics, a Stanford University study on scholars' use of electronic journals, economics of digital library collections, a Columbia University Press study of online resources, responsibility for digital archiving, and managing cultural assets from a business perspective; (5) leadership, including the Frye Leadership Institute, College Libraries Committee, Patricia Battin Scholarship Endowment, and Zipf Fellowship; and (6) international developments, including preservation awareness in Brazil, capacity building in South Africa, a survey of preservation science research, access to manuscripts and archives, and translation of encoded archival description standards into Spanish. Lists of publications, advisory groups, and active grants and contracts, as well as financial statements, are included. (MES)

ED 446 777 IR 057 922

technology, and regional demographics. This plan is designed to guide decision making and to identify key directions for achieving the college's visions. The plan will be implemented through a series of action plans developed by the college's instructional and student service areas, shared government committees and college administrative offices. The action plans will link the college's overall directions and the activities of the departments and units that carry out the institution's mission. The unit action plans will be updated frequently to respond to changing needs. The framework for the strategic plan is as follows: (1) introduction; (2) the college's purpose and mission statements, which set the overall direction for the institution; (3) the goals and objectives of the strategic plan highlight the results and outcomes that all colleges in the Los Rios District are committed to achieving; (4) the plan's strategies describe major initiatives aimed at ensuring that the college will continue to promote increasing levels of success for its students; (5) the college's plan for implementing the plan; and (6) the integrated process for updating the plan. (VWC)

ED 446 797 JC 000 736

Bers, Trudy H.; McMillan, Virginia K.; Parke, Scott J.
Student Satisfaction as a Performance-Based Funding Measure: Lessons from a Statewide Survey.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Assessment; *Participant Satisfaction; State Aid; *Student Attitudes; Telephone Surveys; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

This report by the Illinois Community College Board provides results of a telephone survey of nearly 10,150 community college students who earned 30 or more credits or an associate degree in a baccalaureate-transfer program. This one-time telephone survey was designed to: (1) compare satisfaction levels of transfer-baccalaureate students with existing state-mandated survey data gathered for many years on occupational student satisfaction; (2) test the viability of conducting centralized telephone surveys statewide; (3) compile benchmark data about the satisfaction of baccalaureate-transfer graduates and students; (4) assess whether satisfaction of occupational graduates could serve as an adequate proxy for all certificate and degree-seeking community college students when seeking Performance-based Incentive System (PBIS) funding. Conducting this survey cost $88,000, far more than most colleges might gain in additional PBIS state measure funding. Results indicated a high degree of similarity in the satisfaction ratings given by occupational and baccalaureate-transfer alumni, suggesting that existing occupational student survey data could be used as a proxy for all completers, absent other statewide data. Tables of results, copies of surveys, and summaries of literature related to performance-based funding, student satisfaction and survey research methodology are included. (Contains 25 references.) (PGS)

ED 446 798 JC 000 737

ONE Summary Report, 2000: Faculty Instructional Technology Survey Results.

support? Using these questions as a starting point, this activity guide discusses how to expand on the conversation. Suggestions are organized into the following areas: (1) "Getting Started"; (2) "More than Just Talk"; (3) "Where Is Our School Headed? What Are Its Goals for Students?"; (4) "How Is Our School Involving Families and the Community? Why Is It Involving Them?"; and (5) "How Can Our School Broaden Its Community and Family Support?" (EV)

ED 446 818   PS 028 884

Terry, Sheila G.; Kerry, Kimberly
Classroom Breakfast: Helping Maryland Students Make the Grade.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Breakfast Programs; Elementary Secondary Education; Program Descriptions; *Program Effectiveness; Program Evaluation; State Programs; Student Improvement
IDENTIFIERS- *Maryland

In Fall 1998, the Maryland State Department of Education and six local school systems started a pilot program to evaluate the impact of serving breakfast to students in the classroom as part of the school day. Students in participating schools have an opportunity to eat breakfast in their classroom each day at no charge, regardless of family income. The program, called Maryland Meals for Achievement (MMFA), has expanded to include 11 test schools and 11 control schools for the 1999-2000 school year. Researchers from Massachusetts General Hospital and Harvard Medical School are evaluating the program's effectiveness in improving students' academic performance and other outcomes, such as attendance and behavior. Findings thus far include the following: (1) academic performance improves; (2) school attendance improves; (3) student attention improves; (4) behavior problems decrease; (5) students feel better; (6) more students eat breakfast every day; (7) eating in the classroom versus the cafeteria has unique benefits; (8) many students may be undernourished; (9) parents, students, and staff like the program; and (10) program costs are lower than expected. (Includes demographics, a menu description, and a summary of related research.) (EV)

ED 446 819   PS 028 886

Kariotakis, Constantine; Kelly-Moutvic, Karen; Roberts, Cathy
Teaching Strategies To Improve Student Motivation.
PUB DATE- 00
NOTE- 76p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Change Strategies; Classroom Environment; Classroom Research; Cooperative Learning; Elementary Secondary Education; Intervention; *Motivation Techniques; Multiple Intelligences; Performance Based Assessment; *Student Improvement; *Student Motivation; *Teaching Methods

This action research project evaluated a program to improve student motivation. The targeted population consisted of sixth- and eleventh-grade students in grammar/literature, physical education, and social studies classes in suburban Chicago.

Children's Health Insurance Program funds, and uncommitted TANF funds). The bulk of the report is comprised of state profiles detailing each state's rank for each indicator. Findings indicated wide discrepancies between the states on children without health insurance, prenatal care, low birthweight, infant mortality, child immunizations, child poverty, child support collections, and per pupil education spending. The report concludes with a guide to data interpretation and information on data sources. (KB)

ED 446 838   PS 028 959

Child Support in Minnesota. KIDS COUNT Minnesota, Fall 2000.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Support; *Child Welfare; *Children; Economic Status; Fathers; Parent Role; Poverty; State Programs; Tables (Data)
IDENTIFIERS- Child Support Enforcement; *Minnesota; Noncustodial Parents

Noting that the child support collection system is an important source of economic support for many Minnesota children and that child support contributes significantly to children's well-being beyond providing financial benefits, this special Kids Count report examines the child support system in Minnesota. The report provides information about how the system works, the family arrangements, the child support payment levels for Minnesota children, the economic impact of child support, the role of non-custodial fathers, and problems with unpaid support. Child support data are also presented on a county-by-county level, as are suggested ways to improve the child support system in Minnesota. Contains 15 endnotes. (KB)

ED 446 839   PS 028 960

Parent Involvement in Decision-Making.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 3p.; Based on a paper presented at the Head Start National Research Conference (5th, Washington, DC, June 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Budgeting; *Decision Making; Early Childhood Education; Early Intervention; *Parent Participation; *Parents; *Program Administration
IDENTIFIERS- *Smart Start NC

A study examined parent involvement in decision making in the Smart Start early childhood programs in North Carolina. Data were collected through observations, interviews, and surveys. Findings indicated that both the interested public and the Smart Start board members agreed that having parents involved in decisions about how Smart Start money was to be spent was important, but was not always easy to implement. Three equally important factors were found to affect the level and quality of meaningful parent involvement in board activities and decision making: (1) logistics, including arranging child care and transportation; (2) structure, including group size, lack of

Copland, Joyce
Arthur: Sisters and Brothers--Working Things Out. An Activity Booklet for Parents and Kids.
SPONS. AGENCY- Department of Education, Washington, DC.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 00
NOTE- 17p.; For related documents, see PS 028 991-998. Illustrated by Marc Brown.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Television; *Conflict Resolution; Early Childhood Education; Parent Child Relationship; Parent Materials; Parents as Teachers; Problem Solving; *Sibling Relationship; *Siblings; *Young Children
IDENTIFIERS- *Arthur (Television Series); Public Broadcasting

Noting that sibling conflict, although common, can be stressful to family members, this activity booklet is designed as a resource for families to help children learn how to work out their arguments and enjoy each other's company. The activity booklet provides a read-aloud story for parents to share with their children featuring the Public Broadcasting System characters Arthur and his sister D.W., and includes suggested questions for parents to ask their children. The booklet also contains play ideas for parents and children to engage in together, and suggests books and Arthur videotapes with stories about sibling relationships. Tips for parents include the following: (1) appreciate each child as an individual; (2) encourage your children to help each other; and (3) build a sense of family. The booklet concludes with suggestions for helping siblings resolve conflict: (1) set the ground rules; (2) get the stories out; (3) state the problem and think of several solutions; and (4) choose a solution. (KB)

ED 446 860 PS 028 994

Dyer, Nancy
Learn To Read with Arthur: A Teacher's Guide for Beginning Readers.
SPONS. AGENCY- Department of Education, Washington, DC.; Corporation for Public Broadcasting, Washington, DC.
PUB DATE- 98
NOTE- 22p.; For related documents, see PS 028 991-998. Illustrated by Marc Brown.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Childrens Television; Class Activities; Elementary School Students; *Emergent Literacy; Learning Activities; Primary Education; *Reading Instruction
IDENTIFIERS- *Arthur (Television Series); Public Broadcasting

This guide offers beginning reading activities for kindergarten and first grade students for classroom or home use, based on the "Arthur" books and the Public Broadcasting System program. Incorporating both whole-language and phonetic techniques, the activities are organized into four general themes: (1) "All about Arthur"; (2) "Arthur and His Family"; (3) Arthur and His needs. The first six chapters also contain dialogues between influential pediatrician T. Berry Brazelton and child psychiatrist Stanley I. Greenspan, the book's authors. The book's appendices include the Touchpoints Model, a functional development growth chart and questionnaire, a list of organizations, and notes that contain references. (LPP)

ED 446 879 RC 022 240

Fisher, Ros; Lewis, Maureen; Davis, Bernie
The Implementation of the Literacy Hour in Small Rural Schools.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 00
NOTE- 9p.; Item #2 in issue #24 of Topic, a collection of articles published semiannually in loose-leaf format.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Classroom Techniques; Educational Change; Elementary Education; Elementary Schools; Foreign Countries; Group Instruction; *Mixed Age Grouping; National Curriculum; Reading Achievement; *Reading Instruction; *Rural Schools; *Small Schools; *Teaching Methods; *Writing Instruction
IDENTIFIERS- *England; *Policy Implementation

Introduction of the National Literacy Strategy (NLS) into all English schools means that even teachers in small schools with mixed-age classes undertake a large amount of whole-class literacy teaching. The NLS promotes the use of specific teaching strategies during a carefully structured hour-long literacy session. Also, the framework of objectives for particular grades means that any whole-class work undertaken with a mixed-age class is, according to this framework, being delivered at a level inappropriate to some students. Since small elementary schools (having 100 or fewer students) are still a significant percentage of all schools in England and Wales, a study was conducted to determine how small schools are coping with the literacy hour. Twenty classrooms in small schools were observed over an 8-month period, and about 400 students were given standardized reading and writing tests at the beginning and end of the period. The teachers did not find the NLS as hard to implement as they had expected, although more difficulties were encountered in classes with more age groups. However, student progress on standardized tests did not differ by the number of age groups in the class, class size, or age position in the mixed-age class. Overall, the students made progress in literacy during the year; more progress was made in reading than writing; and classes with lower scores at the beginning of the year made the most progress. Teaching strategies used in the more successful classrooms are described, and specific suggestions are offered for implementing NLS in mixed-age classes. (SV)

ED 446 880 RC 022 436

Appleton, Ken
Putting Rurality on the Agenda: Beginning Teachers in Rural Schools.
PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Adelaide,

statistics), classical genetics, European history, and the history of early modern biology, in ways unavailable to traditional textbooks and even CD-ROM resources. MendelWeb will be valuable for teachers and students at the secondary and undergraduate levels, along with people of all ages pursuing independent studies. Finally, MendelWeb includes a series of project links, to encourage the construction of a larger web, tracing the history of genetics through the 19th, 20th, and into the 21st, centuries. MendelWeb can be accessed at http://netspace.org/. (Author/NB)

ED 446 897 SE 063 403

Derry, Sharon J.; DuRussel, Lori Adams
Assessing Knowledge Construction in On-Line Learning Communities.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the International Society for Artificial Intelligence in Education (Lemans, France, July 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; Concept Formation; Constructivism (Learning); Distance Education; *Evaluation; Higher Education; *Internet; Learning Experience; Professional Development; *Technology Education

The Teacher Professional Development Institute employs Internet technology to support distributed professional learning communities. The Secondary Teacher Education Program (STEP) at the University of Wisconsin-Madison will soon employ a similar model in its program. Work and learning within STEP evolves around instructional design teams comprising pre-service teachers and various advisors. Because much of this work is project-based rather than curriculum driven, traditional assessment is not appropriate. Our approach involves taking advantage of the online environment's ability to collect data on collaborative process. To help determine standards of evidence appropriate for judging groups as knowledge-construction entities, we articulated a theoretical framework based on four accepted views of social knowledge construction. Assessment was conceptualized as abductive inference, case identification given particular theories and relevant evidence pertaining to them. The theories predict indicators that can be represented as nodes linked by subjective probabilities within a Bayesian network. Observable features of online interactions provide input to the Net. Outputs are probability distributions indicating the degree to which a group meets normative standards described by theory. The network can produce general assessment and diagnostic profiles for groups and subgroups within large communities. (Author/SAH)

ED 446 898 SE 063 523

Damatto, T.; Maegava, L. M.; Filho, R. Maciel
The Use of the Software MATLAB To Improve Chemical Engineering Education.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Hildebrand, Gaell M.
Breaking the Pedagogic Contract: Teachers' and Students' Voices.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Content Area Writing; Educational Change; Elementary Secondary Education; *Feminist Criticism; *Science Instruction

When teachers try to dramatically change the "pedagogic contract" - the prevailing classroom norms - their efforts are frequently met by resistance from students. My central question is: what do students' and teachers' voices tell us about breaking the pedagogic contract through the use of creative/imaginative writing in science classrooms? This paper draws only on the analyzed interviews of five teachers and twelve students from their schools. It will show that it takes considerable strategic effort on the part of teachers to establish a new pedagogic contract. These teachers addressed resistance by being explicit about purposes, classroom processes and assessment practices. The voices of these students illustrate that the efforts of their teachers have been instrumental in re-framing the boundaries of the pedagogic contract: students will accept a shift in pedagogy if they can see a pay-off for themselves in terms of their learning outcomes and/or their enjoyment of the learning experience. (Contains 43 references.) (Author/ASK)

ED 446 923 SE 063 927

Keiffer-Barone, Susan; McCollum, Terry; Rowe, John; Blackwell, Barbara
Science Curriculum Development as Teacher Development: A Descriptive Study of Urban School Change.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999). Paper has a small font.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Curriculum Development; Elementary Secondary Education; *Instruction; Minority Groups; Professional Development; *Science Teachers; *Urban Schools
IDENTIFIERS- National Science Education Standards; Project 2061 (AAAS)

The purpose of this study was to describe the curriculum development process in a large mid-western urban school district as it was perceived by the teachers involved in this project over a four year period. This study was conducted using qualitative methods, particularly participant observation, semi-structured interviews and written surveys. Three significant patterns emerged. First, teachers perceived curriculum primarily as content, but also as pedagogy. They stressed not only what should be taught but how content should be manipulated in science. Second, teachers described the process of curriculum development as emergent, and never complete. Third, teachers conceptualized the success of the project not only in terms of a written document, but in terms of the

Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 099-104. Videotape designed for grades 5-8.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Adjustment (to Environment); *Biodiversity; Hands on Science; Intermediate Grades; Junior High Schools; *Plants (Botany); Science Activities; Science Education; Science Experiments
IDENTIFIERS- *Seeds

What organisms have adapted to life in environments ranging from the ocean floor to desert sands, from frigid the tundra to the deepest, darkest jungle? None other than plants! From microscopic algae to the largest trees, millions of plant species have evolved in every habitat on the planet. In Plant Biodiversity, learn how plants developed in the oceans over 420 million years ago and slowly adapted to survive and reproduce on land. Explore the differences between nonvascular plants and their more modern vascular cousins. Find out how the development of seeds allowed plants to dominate the landscape, and discover some differences between cone-bearing gymnosperms and flowering angiosperms. Examine the structures different plants have developed to succeed in their environment, and explore the effects of climate on plant biodiversity in a fun, hands-on experiment. This program is based on the concepts outlined in the National Science Education Standards for Life Science: Structure & Function in Living Systems, Reproduction & Heredity, Regulation & Behavior, Populations & Ecosystems and Diversity & Adaptations of Organisms. This title includes a teacher's guide. (ASK)

ED 446 948 SE 064 101

Plant & Animal Interdependency. Plant Life in Action TM . Schlessinger Science Library. Videotape .
PUB DATE- 00
NOTE- 0p.; For other videotapes in this series, see SE 064 099-104. Videotape designed for grades 5-8.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Animals; Biodiversity; *Ecology; Hands on Science; Intermediate Grades; Junior High Schools; *Plants (Botany); Reproduction (Biology); Science Activities; Science Education; Science Experiments; Videotape Recordings

In every ecosystem, organisms rely on each other in unique relationships that ensure each other's survival. In Plant & Animal Interdependency, find out how plants and animals interact, cooperate and compete. All living things have basic needs and depend on other living things to meet those needs. Discover why the constant exchange of nutrients and gases between plants and animals assures their interdependency. Learn how animals are vital to the reproductive process of many plants and how animals rely on plants for food and shelter. A fun, hands-on experiment explores how plants depend upon animals for pollination and whether or not a flower's color is responsible for reproductive success. This program is based on the concepts outlined in the National Science Education

Hands-On Teaching and Entrepreneurship Development.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Electric Circuits; *Entrepreneurship; Foreign Countries; Hands on Science; Higher Education; Interdisciplinary Approach; Problem Solving; Science Experiments; Student Evaluation; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Brazil; *Electrical Engineering; Microsoft PowerPoint

This paper presents the experiment being conducted in the Electric Circuits II course (ELE1103) at PUC-Rio's Electrical Engineering Department since March 1997. This experiment was held in both the fall and the spring semesters of 1997. The basis for the experiment was concurrent teaching methodology, to which the principles of entrepreneurship development were added. Concurrent teaching methodology includes hands on activities, and this experiment served as a test lab to improve it. Entrepreneurship development is one of the topics suggested by the National Science Foundation (NSF-USA) and by the REENGE Program (CAPES/CNPq/FINEP - Brazil). This topic has been included in the activities of the Scientific and Technological Center (CTC/PUC-Rio). This work presents the results of the experiment and some of the ideas behind it. It is original because it strongly relied on the use of hands on practice after its fundamentals and its consequences were understood. It is a success story because the experiment's objectives were reached. The course in which the experiment was conducted includes a traditional teaching/learning activity. There is a syllabus with a specific topics to be presented in lectures, plus weekly lab sessions. This characteristic of the experiment seems to point to a possible extension to other conventional engineering courses. The paper presents an analysis of the specific characteristics of the rites of passage from the lower to the upper division of electrical Engineering Students at PUC-Rio. The contents of the courses in this transition, as well as the study habits of the students, are discussed. Also included is a brief diagnosis of the situation previous to the experiment, along with remarks and complaints from the instructors of the courses that followed. The major points of the experiment methodology may be summarized as: (1) Relate to the students in a mature manner. The rules of the game were previously stated by the instructors and were followed throughout the course; (2) Stimulate student involvement in the activities by showing a deep involvement on the part of the teachers and instructors; (3) Relate to the students on a very specific and individual basis; (4) Develop a new method of relating concept to experiment by stimulating students to build the concepts (those strongly related to physical situations) as they experiment in the lab; (5) Propose real world problems; (6) Suggest industrial applications and professional quality; (7) Specify the formal leadership for each project team; (8) Request minimum standards for the presentation of projects, for example, for the oral presentation students were expected to use more formal language, dress less causally and include PowerPoint type slide shows, (9) Have teams compete with one another, for example, students were graded according to the performance of each team vis-a-vis all other teams, and (10)

Which manual calculation skills are still needed when students use graphic/symbolic calculators or computers with computer algebra systems (CAS)? What should students be able to do manually, i.e. just using paper and pencil? This text is the outcome of a two-day discussion on these questions, held by the four authors. Our answers and proposals are meant to be a challenge, aiming at sparking off a broad discussion about which permanently available manual calculation skills we still need to teach and assess. (Author)

ED 446 997 SE 064 302

Manning, Colleen F.; Goodman, Irene F.
A Longitudinal Evaluation of the National Cancer Institute Science Enrichment Program.
PUB DATE- 00
NOTE- 18p.; Produced by the Goodman Research Group, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Enrichment Activities; *Evaluation Methods; *Longitudinal Studies; Program Evaluation; Qualitative Research; *Science Education; Statistical Analysis

This paper proposes the design and key methodological features of a longitudinal evaluation of the National Cancer Institute Science Enrichment Program (NCISEP). Goodman Research Group's (GRG) five-year longitudinal evaluation is designed as a randomized experiment with a control group and employs both quantitative and qualitative data collection methods. It states that given that SEP's goal of influencing career development is a long-term one, it is necessary that the evaluation of such a project be designed as a longitudinal study. Moreover, in order to attribute effects to the intervention, the study must include a control group of students who do not attend the program. Finally, it concludes that quantitative and qualitative data collection methods are vital to ensuring an in-depth understanding of how a program achieves its goals. (ASK)

ED 446 998 SE 064 303

Sanders, Jo
Women in Science and Technology, and the Role of Public Policy.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Meeting of the Association for Public Policy Analysis and Management (Seattle, WA, November 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; *Females; Higher Education; Preservice Teacher Education; Science Careers; *Science Instruction; *Sex Differences; Technology Education

This paper first presents statistical snapshots of the situation for girls and women in education and employment. It focuses on the place of females in science and technology, and discusses what those facts make them into problems. It offers the role of teacher education in creating more gender-equitable classrooms. (ASK)

ED 446 999 SE 064 304

individual disciplines of history, geography, civics and government, economics, and psychology; and by NCSS program reviewers who participate in the National Council for the Accreditation of Teacher Education (NCATE) or state-level procedures for approving programs at institutions that seek national accreditation and state approval. The guidelines (1) discuss review procedures such as the process for review of institutional programs, the process of review of state standards and procedures, and the way NCSS selects participants for institutional and state reviewer roles; (2) present an introduction to program standards; and (3) outline and detail Interdisciplinary Social Studies Themes Standards, Disciplinary Standards for the individual social studies disciplines, and Programmatic Standards for Initial Licensure. (BT)

ED 447 020   SO 032 230

Discover Presidential Log Cabins. Teacher's Discussion Guide.
PUB DATE- 00
NOTE- 22p.; Accompanying poster not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Built Environment; Civil War (United States); Conservation (Environment); Curriculum Enrichment; Heritage Education; Intermediate Grades; Junior High Schools; National Parks; *Presidents of the United States; Primary Sources; Revolutionary War (United States); *Social Studies; Thematic Approach; *United States History

Discover Presidential Log Cabins is a set of materials designed to help educate 6-8 grade students about the significance of three log cabin sites occupied by George Washington, Ulysses Grant, Abraham Lincoln, and Theodore Roosevelt. This teacher's discussion guide is intended for use as part of a larger, comprehensive social studies program, and may be adapted to complement such topics as the American Revolutionary War, the U.S. Civil War, the U.S. Presidents, conservation, and the National Parks. The guide contains five classroom activities. It lists 26 related web sites in addition to its official site, www.nps.gov/LogCabin, and 26 related books. (BB)

ED 447 021   SO 032 238

Massachusetts Guide to Choosing and Using Curricular Materials on Genocide and Human Rights Issues.
PUB DATE- 99
NOTE- 54p.; For Massachusetts History and Social Science Curriculum Framework, see SO 030 597.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civics; *Civil Rights; Economics; *Educational Resources; Elementary Secondary Education; *Genocide; Geography; History; *Instructional Materials; Political Science; *Public Schools
IDENTIFIERS- *Massachusetts

This guide, a response to Massachusetts legislation, makes recommendations on curricular materials and resources related

ED 447 042 SO 032 275

Makler, Andra, Ed.; Hubbard, Ruth Shagoury, Ed.
Teaching for Justice in the Social Studies Classroom: Millions of Intricate Moves.
PUB DATE- 00
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Instructional Effectiveness; Interdisciplinary Approach; Secondary Education; *Social Problems; Social Studies; Teacher Role
IDENTIFIERS- Critical Pedagogy; *Social Justice; *Teaching Perspectives

Intended to help teachers make the move from traditional textbooks to a more issue-centered, interdisciplinary social studies curriculum, this collection of essays comes from teachers who describe how to focus on teaching for and toward justice, with critical pedagogy as an underlying theme. The teachers' stories in this collection show the importance of moving beyond a focus on injustice and outrage to considering what justice might require in a given situation, what justice looks like, and how complex and difficult it is to achieve. Following an introduction "Teaching from the Center of the Circle: 'Doing Good Work'" (Ruth Shagoury Hubbard), the 15 essays in the collection are: (1) "Millions of Intricate Moves" (Kim Stafford); (2) "What Happened to the Golden Door? How My Students Taught Me about Immigration" (Linda Christensen); (3) "Collective Action: Speaking Up and Standing Together--The Story of Rachel and Sadie" (Sandra Childs); (4) "Looking through Layers: A Study of Guatemala" (Jessie Singer); (5) "The Lives Behind the Labels: Teaching about the Global Sweatshop, Nike, and the Race to the Bottom" (Bill Bigelow); (6) "That Hard Thing: Getting Inside the Social Protest Movements in United States History" (Daniel Gallo); (7) "Social Justice and Vietnam: A Conversation around Literature, History, and Teaching" (Michael Jarmer); (8) "Students in the Soup Kitchen" (Mary Burke-Hengen; Gregory Smith); (9) "Peer Mediation and the Color of Justice" (Russell Dillman; Geoffrey Brooks); (10) "Street Justice by Street Kids" (Theresa Kauffman); (11) "Treated Fairly: A Middle School Take on the Supreme Court" (David Molloy); (12) "Market Failure and Economic Justice" (Paul Copley); (13) "Our Needs and Their Destruction--Oil Drilling in Nigeria: Engaging in the Struggle for Social Justice" (Sandra Childs; Amanda Weber-Welch); (14) "Teaching What's Not in the Book: The Lives of Migrant Farmworkers" (Dirk Frewing); and (15) "What Does Justice Look Like?" (Andra Makler). (BT)

ED 447 043 SO 032 277

Herman, William E.
American and Soviet Adolescent Archetypal Heroes of the Cold War. Professional Paper.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the New York State Sociological Association (48th, Potsdam, NY, October 13-14, 2000).
LANGUAGE- English

History and Global Studies and World History: An Interactive Approach. CD-ROMs .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *European History; Global Approach; Global Education; Optical Data Disks; Social Studies; *United States History; *World History
IDENTIFIERS- *Interactive Courseware; National History Standards

These interactive curriculum-based study programs in U.S. history, world history, European history, and global studies were created by teachers to align with national and state frameworks and curriculum standards. The interactive programs include graded tests, document-based questions, essays, and skill development projects. Each CD-ROM based program comes with an overview; source documents; notable people; art gallery; maps, charts, and graphs; document-based questions; "find" index; graded examinations; essays and projects; printable resources; integrated word processor; and printable assessment reports. A teacher's guide and a student manual complement each program. Both the guide and the manual contain hundreds of questions; fully explained answers; writing activities; maps, charts, and graphs; glossary terms; chronology of dates; reference material; and topic summaries. (BT)

ED 447 064 SO 032 327

Drake, Sarah E.; Vontz, Thomas S.
Teaching about the U.S. Presidency. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Citizenship Education; Constitutional History; Elementary Secondary Education; Federal Government; Governmental Structure; Political Issues; *Presidents of the United States; Social Studies; *United States Government (Course); *United States History
IDENTIFIERS- ERIC Digests

This ERIC digest addresses (1) the constitutional foundations of the U.S. presidency, (2) how the role of chief executive has changed through the years, and (3) Internet resources for teaching about the U.S. presidency. The digest discusses the Philadelphia Convention (1787), dominant issues guiding the creation of the chief executive's role, checks and balances, federal versus states' rights, and executive authority. The document lists four Internet resources with annotations. (BB)

ED 447 065 SO 032 353

Mann, Sheilah, Ed.; Patrick, John J., Ed.

Hematology; Immunology; Nephrology; Nontraditional Medicine; Orthopedics; Plastic Surgery

This book includes more than 500 entries describing advances in the treatment of disease and the understanding of human health. The emphasis is on significant advances in diseases, treatments, and health issues. Topics included are: alternative or nonwestern medicine; anesthesia and analgesia; antibiotics; cancer; cell biology and physiology; dentistry; dermatology; diagnosis; drugs; ears and hearing; emergency care; endocrinology; gastroenterology; genetic disease; genetics; health institutions, professions, specialties, and policy; heart and blood vessel anatomy, function, and disease; hematology; imaging; immunology; infection control; infectious disease; men's health; nephrology; neurology; nutrition; obstetrics and gynecology; old-fashioned medicine; ophthalmology; organizations, international; organizations, U.S.; orthopedics; pediatrics; plastic surgery; psychology; public health; surgery; transplants or artificial organs; U.S. government; and women's health. The book provides a subject list, which presents the entry names by broad subject area; a timeline, which lists medical and health milestones chronologically, beginning about 10,000 BC and ending in the year 2000; and a general index to the contents of the entries. Each entry contains a source for additional reading. (SM)

ED 447 083 SP 039 558

Anselmo, Doris
Rhode Island Teacher's Assistant Professional Development Plan. A Report to the General Assembly.
PUB DATE- 00
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Financial Support; *Inservice Education; *Paraprofessional School Personnel; *Professional Development; *Professional Training; School Districts; State Standards; Teacher Evaluation
IDENTIFIERS- *Rhode Island

The Rhode Island Teacher Assistant Professional Development Plan emphasizes developing school district capacity to provide appropriate training to teacher assistants. The Department recognizes that the most effective professional development is linked to the needs of the individual in light of the needs of students they support. The plan's primary focus is on training that can be provided at the district and school level but supported by the Department through building capacity by training of trainers, providing appropriate resources for use in training and facilitating networking of those who are engaged in these issues. The Department has modified the guidance regarding the use of Article 31 School Based Professional Development Funds to specifically include teacher assistant training and continues to support the statewide training provided by the Rhode Island Association of Teacher Assistants. Five appendixes, which comprise the bulk of the document, are: Standards for Teacher Assistants in Rhode Island: A Report of the Teacher Assistants Program Standards Committee, a Committee Convened by the Rhode Island Department of Education; RI Department of Education guidelines related to teacher assistants: professional development, instructional teams, supervision, and performance evaluation; teacher assistant training; 1999-2000 activities; and school based

(055)
DESCRIPTORS- Athletics; *Comprehensive School Health Education; Dance Education; Elementary Secondary Education; Games; Gymnastics; *Health Behavior; *Health Promotion; Interpersonal Relationship; *Life Style; Nutrition Instruction; Physical Fitness; Stress Management; Substance Abuse; Well Being
IDENTIFIERS- Risk Reduction; Risk Taking Behavior; Weight Maintenance

The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The Framework for Healthy Living Education supports and reinforces the goals and objectives of its three major components: health education, physical education, and alcohol and other drugs. When the concepts of these areas are integrated, the health and well-being of students can be significantly enhanced. This paper describes characteristics of effective programs (e.g., based on skill development, involves students actively in learning, and culturally sensitive); discusses the most important health behaviors to target (e.g., insufficient exercise, attempted suicide, and involvement in violence); presents Healthy Living Education curriculum topics (e.g., stress management, substance abuse, and personal fitness); and notes healthful living education skills (e.g., self-esteem building, behavior self-management, and communication). After discussing benefits of the Healthful Living Education program, the paper presents the curriculum for grades K-12. Each section offers a list of objectives related to preparatory, stress management, protecting self/others, relationships, nutrition/weight management, substance abuse, personal fitness skills, recreational dance skills, game and sport skills, and developmental gymnastic skills. (SM)

ED 447 103 SP 039 581

Fortman, Cheryl K.; Pontius, Richard
Self-Efficacy during Student Teaching.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Elementary Secondary Education; Gender Issues; Higher Education; Preservice Teacher Education; *Self Efficacy; Sex Differences; *Student Teacher Attitudes; Student Teachers; *Teacher Effectiveness

This study investigated changes in teaching efficacy during student teaching using a modified version of the Teacher Efficacy Scale. The study occurred over three-quarters of one academic year, with the survey instrument administered to all student teachers at one small, private college during student teaching orientation. Students were placed in a variety of student teaching settings, mainly in suburban schools. During the final 2 weeks of student teaching, all preservice teachers completed the instrument again. A total of 100 usable forms were obtained over the three quarters. Data analysis indicated that the group as a whole showed a statistically significant gain in efficacy as a result of student teaching, though there were differences between elementary and secondary preservice teachers. There were no statistically significant changes by gender in scores between pretest and posttest. The results

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Curriculum Guides; Ecology; Elementary Education; *Elementary School Science; Environmental Education; *Environmental Influences; Physical Sciences; *Science Education; *Water Pollution; *Water Quality

This curriculum guide for students in grades K-4 is part of the My Health My World series which explores environmental health issues. Focusing on water, it includes (1) an activities guide for teachers which focuses on physical science, biology, and environment and health, presenting activity based lessons that entice students to discover concepts in science, mathematics, and health through hands-on activities; (2) a colorful illustrated storybook entitled, "Mystery of the Muddled Marsh," which teaches science and health concepts; (3) a reading activities booklet entitled, "The Reading Link," which presents reading activities to use with "Mystery of the Muddled Marsh"; and (4) "Explorations for Children and Adults," a mini-magazine full of information, activities, and fun things to do in class or at home related to water and health; water in the body; and how to make a difference. (SM)

ED 447 124 SP 039 607

Tharp, Barbara; Dresden, Judith; Denk, James; Moreno, Nancy
My World Indoors: My Health My World.
SPONS. AGENCY- National Inst. of Environmental Health Sciences (NIH), Washington, DC.
PUB DATE- 00
NOTE- 124p.; Illustrated by T. Lewis.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Pollution; Biological Sciences; Curriculum Guides; Ecology; Elementary Education; *Elementary School Science; Environmental Education; *Environmental Influences; Physical Sciences; *Science Education

This curriculum guide for students in grades K-4 is part of the My Health My World series which explores environmental health issues. Focusing on indoor environmental health, it includes (1) an activities guide for teachers which focuses on physical science, life science, and the environment and health, presenting activity based lessons that entice students to discover concepts in science, mathematics, and health through hands-on activities; (2) a colorful illustrated storybook entitled, "Mr. Slaptail's Secret," which teaches science and health concepts; (3) a reading activities booklet entitled, "The Reading Link," which presents reading activities to use with "Mr. Slaptail's Secret"; and (4) "Explorations for Children and Adults," a mini-magazine full of information, activities, and fun things to do in class or at home related to indoor air, tips for healthy living, breathing, and making a difference. (SM)

ED 447 125 SP 039 608

Cortes, Dharma E.; Ja, Davis; Noboa, Abdin; Perry, Vincent; Robinson, Robert; Rodriguez, Domingo; Stubben, Jerry
Cultural Issues in Substance Abuse Treatment.
PUB DATE- 99
NOTE- 68p.; Contributing writers: Evalina Bedstman, Barbara

Preservice Teacher Education; *Professional Development Schools; *Teacher Improvement; Urban Schools

This study reviewed literature on Professional Development Schools (PDSs) relevant to outcomes for teacher education programs and the students they serve. It also examined the philosophy and defined common objectives of PDSs. The study consulted education databases and analyzed papers collected at national meetings. Data analysis indicates that PDS-educated teachers are more prepared for working in the schools, more immersed in school life, and more confident in their knowledge of pedagogy and subject matter and understanding of diversity than are their traditionally educated peers. Results suggest that PDS preparation may diminish the dropout rate for beginning teachers. Those educated in urban environments are more sensitive to ethnic/linguistic diversity and more likely to select a teaching position in an urban school. PDS partnerships report collaboration in the development and teaching of the college curriculum and the supervision of preservice teachers. (Contains 21 references.) (SM)

ED 447 144 TM 029 620

White, Sheida; Vanneman, Alan; Shuler, Scott; Sandene, Brent; Morton, Charlotte; Allen, Lisa Beth; Goodwin, Mac Arthur
Focus on NAEP, 1998.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Art Education; *Dance; Elementary Secondary Education; *Music; National Competency Tests; Student Evaluation; *Theater Arts; *Visual Arts
IDENTIFIERS- *National Assessment of Educational Progress

The Focus on NAEP series briefly summarizes information about the ongoing development and implementation of the National Assessment of Educational Progress (NAEP). Each of the five issues in this collection provides an overview of an aspect of NAEP assessment related to the arts. The issues are: (1) "The NAEP 1997 Arts Education Assessment: An Overview" (Volume 2, No. 4); (2) "NAEP and Dance: Framework and Field Tests" (Volume 3. No. 1); (3) "NAEP and Music: Framework, Field Test, and Assessment" (Volume 3, No. 2); (4) NAEP and Theater: Framework, Field Test, and Assessment" (Volume 3, No. 3); and (5) "NAEP and the Visual Arts: Framework, Field Test, and Assessment" (Volume 3, No. 4). (SLD)

ED 447 145 TM 030 245

Hone, Lisa Richards, Ed.
GED Items, 1999. The Newsletter of the GED Testing Service.
PUB DATE- 99
NOTE- 67p.; Published bimonthly. There is no issue number 5.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; Educational Certificates; *Equivalency Tests; Family Programs; *High School Equivalency Programs; High School Graduates; Nontraditional Education; Secondary Education; *Standards; Test Results; Test Use; *Testing Problems
IDENTIFIERS- *General Educational Development Tests

Six issues of the newsletter of the General Educational

Ethic was not significantly related to GPA/science. (Contains 8 tables and 20 references.) (SLD)

ED 447 167   TM 032 009

De Ayala, R. J.; Plake, Barbara S.; Impara, James C.; Kozmicky, Michelle
The Effect of Omitted Responses on Ability Estimation in IRT.
PUB DATE- 00
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Estimation (Mathematics); *Item Response Theory; Maximum Likelihood Statistics; Responses; Simulation; *Test Items
IDENTIFIERS- Expected A Posteriori Tests; *Omitted Responses; Three Parameter Model

This study investigated the effect on examinees' ability estimate under item response theory (IRT) when they are presented an item, have ample time to answer the item, but decide not to respond to the item. Simulation data were modeled on an empirical data set of 25,546 examinees that was calibrated using the 3-parameter logistic model. The study was conducted in three phases. Phase 1 was an exploratory study comparing the various estimation methods under different conditions. Methods compared were the Biweight, expected a posteriori (EAP), and maximum likelihood estimation (MLE) methods. Phase 2, based on Phase 1 results, examined a modified EAP approach. The third phase examined the use of R. Bock's 1972 nominal response (NR) model for handling omission data. Results seem to indicate that omits should not be treated as incorrect. It also appears that ignoring omits can have a greater impact on thetas using certain estimation approaches (e.g., MLE) than with others. To the extent that a model with a pseudo-guessing parameter more accurately describes the data than a model without one, then the use of the NR model may not produce results comparable to those seen here. (Contains 5 tables, 10 figures, and 14 references.) (SLD)

ED 447 168   TM 032 010

Burstein, Jill; Marcu, Daniel
Benefits of Modularity in an Automated Essay Scoring System.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Essays; *Scoring; *Student Evaluation; *Test Scoring Machines
IDENTIFIERS- *Modularity; *Natural Language

"E-rater" is an operational automated essay scoring application that combines several natural language processing (NLP) tools for the purpose of identifying linguistic features in essay responses to assess the quality of the text. The application currently identifies a variety of syntactic, discourse, and topical analysis features. Two clear visions have guided e-rater's development. First, new linguistically based features were to be added to strengthen connections between human classifications using data from a single test administration. The estimates of the classification consistency and accuracy indices are compared under three different psychometric models: the two-parameter beta binomial, four-parameter beta binomial, and three-parameter logistic item response theory (IRT) models. Using real data sets, the estimation procedures are illustrated, and the characteristics of the estimated indices are examined. This paper also examines the behavior of the estimated indices as a function of the latent variable. The IRT model tends to provide better fits to the data used in this study, and shows larger estimated consistency and accuracy. Although the results are not substantially different across different models, all three components of the models (i.e., the estimated true score distributions, fitted observed score distributions, and estimated conditional error variances) appear to have a great influence on estimates of the indices. Choosing a model in practice should be based on various considerations including the degree of the model fit to the data, suitability of the model assumptions, and the computational feasibility. (Contains 7 tables, 16 figures, and 37 references.) (Author/SLD)

ED 447 190   TM 032 078

Crehan, Kevin D.; Hess, Robert K.; D'Agostino, Jerome V.
The Technology of Teacher Licensing Testing: A Discussion of Issues and Recommendations for Practice.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Job Analysis; *Licensing Examinations (Professions); Reliability; *Teacher Certification; Teacher Evaluation; Teachers; *Test Construction; *Validity
IDENTIFIERS- Test Specifications

This paper focuses on teacher testing issues related to job analysis, test specification development, reliability, and validity. It emphasizes the conceptualization and operational definition of appropriate validity evidence to assess the quality of licensure testing decisions. It is suggested that the process of job, or practice, analysis would be improved by adopting strategies that are more analytic of the settings, activities, and competencies involved in teaching and which focus on cognitive processes that go beyond the recall of facts. Reliability is not sufficient to establish the credibility of a test, but without adequate and appropriate reliability, a test cannot be judged as valid. There is some debate over the necessity of documenting evidence of predictive validity during the validation process, but many educators believe that predictive validity evidence is essential in teacher testing. Others note that micro-level validity studies are also important, and that information must be gathered at the item quality level to insure that the validity decision is correct. Test specifications, the technical qualifications of the people who write the test items, and the documentation of each item as it is developed are all important. It is also important to examine the statistical characteristics of the

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Reliability; *Scores; Test Results; Test Theory
IDENTIFIERS- *Alpha Coefficient

Because reliability is a function of scores, and not tests per se, it is inaccurate to hold that a given test will yield scores with the same reliability across samples. Therefore, score reliability should always be reported and interpreted in both measurement and substantive studies. In an effort to facilitate this outcome, this paper is intended to provide an interpretive framework for applied researchers and others seeking a conceptual understanding of score reliability. The paper reviews some basic tenets of classical test theory, discusses the salient factors that affect reliability estimates, with emphasis on coefficient alpha, and present several suggestions toward a better understanding, and improved use, of score reliability. (Contains 6 tables, 1 figure, and 43 references.) (Author/SLD)

ED 447 211 TM 032 119

Henson, Robin K.
Sacrificing Reliability and Exalting Sampling Error at the Altar of Parsimony: Some Cautions Concerning Short-Form Test Development.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Bowling Green, KY, November 15-17, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Structure; Psychometrics; *Reliability; *Sampling; *Test Construction; Test Format; Test Length
IDENTIFIERS- *Parsimony (Statistics)

The purpose of this paper is to highlight some psychometric cautions that should be observed when seeking to develop short form versions of tests. Several points are made: (1) score reliability is impacted directly by the characteristics of the sample and testing conditions; (2) sampling error has a direct influence on reliability and factor structure of scores; and (3) caution should be used when developing short forms of tests when non-normative samples are used. (Contains 3 tables and 32 references.) (Author/SLD)

ED 447 212 TM 032 120

Wendler, Cathy; Feigenbaum, Miriam; Escandon, Merida
Defining Group Membership: The Impact of Multiple versus Single Ethnic/Racial Categories on Testing Practices.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *College Bound Students; College

employment is growing faster in suburbs than in cities, though the proportion of new jobs that are in high tech is larger in cities than in the suburbs. The second force is the new demography that is reshaping cities. The United States is growing more ethnically and racially diverse. The elderly population is growing dramatically in both cities and suburbs, and a disproportionate number of the elderly poor live in cities. The third force is the new housing challenge that is presenting threats to housing affordability. The final force is the trend toward continued decentralization, the continuing shift of jobs and people to the metropolitan edge. This trend threatens the stability of existing communities and the development of new livable and sustainable communities. The findings about these four megaforces use data from the Department of Housing and Urban Development's 2000 State of the Cities Database, which tracks employment, population, and other demographic trends in more than 300 metropolitan areas. One appendix contains budget highlights for fiscal year 2000, and the other contains individual city and suburb results for 2000. (Contains 8 tables and 35 exhibits.) (SLD)

ED 447 233   UD 033 852

Mayer, Susan E.
How Did the Increase in Economic Inequality between 1970 and 1990 Affect American Children's Educational Attainment?
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Economic Factors; *Educational Attainment; *Equal Opportunities (Jobs); Family Characteristics; *Income; Low Income Groups; *Urban Youth

This paper estimates the effect of the growth in income inequality on mean educational attainment and on the disparity in educational attainment between rich and poor children. The effect of income inequality that is due to the nonlinear effect of a family's own income is separated from the effect due to interpersonal interactions. Data from the Panel Study of Income Dynamics (PSID) are used to estimate the effect of state economic inequality measured during adolescence on children's chances of completing high school, entering college, and completing 4 years of college. The sample used for measures of postsecondary schooling (3,240) was somewhat smaller than that for high school graduation (3,504). As a whole, the data suggest that the growth in inequality since 1970 did not increase high school graduation, and probably decreased it. The growth in inequality since 1970 may have increased college enrollment by a small amount, and it seems to have increased college graduation considerably. The increase in college graduation due to growth in inequality was confined to high-income children. The effect of inequality was due largely to "macro" effects, not to the nonlinear relationship between parental income and children's outcomes or to the incentive provided by increasing returns to schooling. Low-income children did not benefit from the increases in income inequality; the growth in inequality probably reduced high school graduation rates among low-income children. An appendix contains a description of the data and variables. (Contains 12 tables and 34 references.) (SLD)

ED 447 234   UD 033 853

Abell, Deborah

Reforming Teacher Education through Educational Psychology: Kentucky's Example.
30p. 1mf. L1 ED 447 133

Abraham, Ansley

Evaluation of the Grant Programs.
48p. 1mf. L1 ED 446 589

Acemoglu, Daron

Changes in the Wage Structure, Family Income, and Children's Education.
17p. 1mf. L1 ED 447 243

Achilles, C. M.

It's Time To Drop the Other Shoe: The Evidence on Teacher Aides.
30p. 1mf. L1 ED 447 142

Achilles, Charles M.

A Crisis in the Principalship? The Intellectual Firepower Needed for 21st Century Schooling vs. Candidate GRE Scores.
22p. 1mf. L1 ED 446 382

Addie, Karen L.

A Framework of Teacher Knowledge and Skills Necessary in a Standards-Based System: Lessons from High School and University Faculty.
43p. 1mf. L1 ED 447 206

Aguirre, Adalberto, Jr.

Women and Minority Faculty in the Academic Workplace: Recruitment, Retention, and Academic Culture. ERIC Digest.
4p. 1mf. L1 ED 446 723

Ainsworth, Larry

Student Generated Rubrics: An Assessment Model To Help All Students Succeed. Assessment Bookshelf Series.
109p. 0mf. L3 ED 447 181

Aitken, Robert

Making Schools Smarter: A System for Monitoring School and District Progress. Second Edition.
210p. 3mf. L2 ED 446 394

Aksoy, Asu

Evaluation of the Self-Employment for Gecekondu Women Project, November 1995-June 1998. Working Papers in Early Childhood Development.
37p. 1mf. L1 ED 446 257

Alberg, Marty

Study of Migration.
96p. 1mf. L2 ED 447 053

Bruning, Merribeth D.

Positive, Peaceful Interactions between Adults and Young Children. Growing Together: Building a Peaceful Community.
9p. 1mf. L1 ED 446 833

Bryant, Donna

Head Start Parents' Roles in the Educational Lives of Their Children.
14p. 1mf. L1 ED 446 835

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(021) Collected Works - Proceedings

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243p. L1 ED 446 214

AGB-UVA Symposium on Research and Scholarship on Higher Education Governance, Trusteeship and the Academic Presidency (Charlottesville, VA, December 5-6, 1999). Occasional Paper.
21p. L2 ED 446 570

CASDA Annual School Law Conference Proceedings (12th, Latham, NY, July 17, 1997).
134p. L1 ED 446 389

CASDA Annual School Law Conference Proceedings (13th, Latham, New York, July 16, 1998).
233p. L1 ED 446 388

Children's Ways with Words in Science and Mathematics: A Conversation across Disciplines (Durham, New Hampshire, December 4-7, 1999). Special Report.
16p. L1 ED 446 907

Collective Bargaining and Accountability in Higher Education: A Report Card. Proceedings of the Annual Conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (27th, New York, NY, April 19-20, 1999).
181p. L2 ED 446 638

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37p. L1 ED 446 361

Developments in School Finance, 1998. Fiscal Proceedings from the Annual State Data Conference (July 1998).
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Earthlinks '97: Proceedings of the Biennial National Conference of the Australian Association for Environmental Education and the Marine Education Society of Australasia (9th, Hobart, Tasmania, Australia, January 13-17, 1997).
322p. L1 ED 446 893

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Higher Education Reform for Quality Higher Education Management in the 21st Century: Economic, Technological, Social, and Political Forces Affecting Higher Education. Proceedings of the 1999 Six-Nation Summit (Hiroshima, Japan, September 20-21, 1999). RIHE International Seminar Reports, No. 11.
183p. L1 ED 446 561

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(072) Book/Product Reviews

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(130) Reference Materials - General

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4p. L1 ED 446 485

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The NEA 2000 Almanac of Higher Education.
196p. L2 ED 446 641

Science and Technology Pocket Data Book, 2000.
62p. L1 ED 446 964

(131) Reference Materials - Bibliographies

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405p. L3 ED 447 010

Resources in Education (RIE). Volume 36, Number 4.
p. L2 ED 446 211

(132) Reference Materials - Directories/Catalogs

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Log On or Lose Out: Technology in 21st Century Teacher Education. AACTE Conference Proceedings (Cupertino, California, November 1999).
289p. L1 ED 447 096

Proceedings of ED-MEDIA 99 World Conference on Educational Multimedia, Hypermedia & Telecommunications (11th, Seattle, Washington, June 19-24, 1999).
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721p. L1 ED 446 945

Proceedings of the Annual Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education (14th, Wheaton, Illinois, October 12-14, 1995).
213p. L1 ED 446 213

Proceedings of the Mid-South Instructional Technology Conference (Murfreesboro, Tennessee, April 9-11, 2000).
200p. L1 ED 446 749

Proceedings of the Redesign in Science Education Conference (RISE) (Columbus, OH, October 20-21, 2000).
183p. L2 ED 446 979

Report of the International Conference on Higher Education and Research (2nd, Budapest, Hungary, September 23-25, 1999).
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Sleep Needs, Patterns, and Difficulties of Adolescents: Summary of a Workshop. Forum on Adolescence (Washington, DC, September 22, 1999).
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TEND 2000: Proceedings of the Technological Education and National Development Conference, "Crossroads of the New Millennium" (2nd, April 8-10, 2000, Abu Dhabi, United Arab Emirates).
849p. L1 ED 446 265

Vocational Education and Training for Life Long Learning in the Information Era. IVETA International Vocational Education and Training Association Conference Proceedings (Hong Kong, China, August 6-9, 2000).
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(022) Collected Works - Serials

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(100) AudioVisual Non-Print Materials

Youth.	42p.	L1	ED 447 046
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Border-Crossing: Cultural Hybridity and the Rural and Small Schools Practicum.	27p.	L1	ED 446 881
Brief to the Ontario Legislature's Standing Committee on Finance and Economic Affairs: 2000 Pre-Budget Consultations.	25p.	L1	ED 446 477
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Building a Supportive Online Instructional Environment for Reluctant, Apprehensive, and/or Under-Prepared Learners.	10p.	L1	ED 446 766
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Business Model for the e-University: Annexes. Report.	73p.	L2	ED 446 557
California's Public School Ranking and Reward System. Parent Guide.	3p.	L1	ED 446 366
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(141) Reports - Descriptive (Continued)

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Children in the States, 2000.	182p.	L2	ED 446 837
Children's Ways with Words in Science and Mathematics: A Conversation across Disciplines (Durham, New Hampshire, December 4-7, 1999). Special Report.	16p.	L1	ED 446 907
Classrooms.	5p.	L1	ED 446 421
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Tests.
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27p. L1 ED 446 619

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(143) Reports - Research (Continued)

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AA - ERIC Processing and Reference Facility

AA001327	ED446211

CE - Adult, Career, and Vocational Education

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SO - Social Studies/Social Science Education

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CG - Counseling and Student Services

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SP - Teaching and Teaching Education

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CS - Reading, English, and Communication

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EA - Educational Management

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TM - Assessment and Evaluation

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EC - Disabilities and Gifted Education

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EF - Eric Facility

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FL - Language and Linguistics

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UD - Urban Education

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HE - Higher Education

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HE033447	ED446606//
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HE033449	ED446608//
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HE033518	ED446666
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HE033523	ED446671//
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HE033542	ED446689
HE033544	ED446690
HE033545	ED446691
HE033546	ED446692
HE033547	ED446693
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HE033577	ED446721//
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HE033582	ED446726
HE033583	ED446727

IR - Information and Technology

IR020357	ED446728
IR020358	ED446729
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IR020370	ED446741
IR020371	ED446742
IR020372	ED446743
IR020373	ED446744
IR020374	ED446745
IR020375	ED446746
IR020380	ED446747
IR020381	ED446748
IR020383	ED446749
IR020384	ED446750
IR020385	ED446751
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IR020387	ED446753
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IR020397	ED446763
IR020398	ED446764
IR020399	ED446765
IR020400	ED446766
IR057790	ED446767
IR057889	ED446768
IR057896	ED446769
IR057914	ED446770
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IR057916	ED446772
IR057917	ED446773
IR057918	ED446774
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IR057926	ED446781

JC - Community Colleges

JC000720	ED446782
JC000721	ED446783
JC000722	ED446784
JC000723	ED446785
JC000724	ED446786
JC000725	ED446787
JC000726	ED446788
JC000727	ED446789
JC000729	ED446790
JC000730	ED446791
JC000731	ED446792
JC000732	ED446793
JC000733	ED446794
JC000734	ED446795
JC000735	ED446796
JC000736	ED446797
JC000737	ED446798
JC000738	ED446799
JC000740	ED446800
JC000741	ED446801
JC000742	ED446802
JC000743	ED446803

PS - Elementary and Early Childhood Education

PS027290	ED446804//
PS027726	ED446805//
PS027777	ED446806
PS027789	ED446807//
PS027902	ED446808//
PS028277	ED446809
PS028397	ED446810
PS028568	ED446811
PS028569	ED446812//
PS028793	ED446813

PS028794	ED446814
PS028795	ED446815
PS028871	ED446816
PS028883	ED446817
PS028884	ED446818
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PS028887	ED446820
PS028901	ED446821
PS028902	ED446822
PS028908	ED446823
PS028916	ED446824//
PS028946	ED446825
PS028947	ED446826
PS028948	ED446827
PS028949	ED446828
PS028950	ED446829
PS028951	ED446830//
PS028952	ED446831//
PS028953	ED446832
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PS028965	ED446843
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PS028968	ED446846
PS028969	ED446847
PS028970	ED446848
PS028971	ED446849
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PS028974	ED446851
PS028975	ED446852
PS028977	ED446853
PS028980	ED446854
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PS028997	ED446863
PS028998	ED446864
PS028999	ED446865
PS029005	ED446866
PS029006	ED446867
PS029007	ED446868
PS029011	ED446869
PS029015	ED446870
PS029016	ED446871
PS029017	ED446872
PS029022	ED446873
PS029032	ED446874
PS029033	ED446875
PS029034	ED446876
PS029035	ED446877

RC - Rural Education and Small Schools

RC022240	ED446879
RC022436	ED446880
RC022439	ED446881
RC022633	ED446882
RC022666	ED446883//
RC022667	ED446884//
RC022669	ED446885//
RC022674	ED446886
RC022675	ED446887
RC022676	ED446888
RC022677	ED446889//
RC022678	ED446890//
RC022699	ED446891//

SE - Science, Mathematics, and Environmental Education

SE059038	ED446892
SE060472	ED446893
SE062942	ED446894
SE063386	ED446895
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SE063403	ED446897
SE063523	ED446898
SE063527	ED446899
SE063632	ED446900
SE063638	ED446901
SE063641	ED446902
SE063721	ED446903
SE063736	ED446904
SE063737	ED446905
SE063738	ED446906
SE063739	ED446907
SE063772	ED446908
SE063773	ED446909
SE063776	ED446910
SE063847	ED446911
SE063852	ED446912
SE063864	ED446913
SE063875	ED446914
SE063881	ED446915
SE063892	ED446916
SE063899	ED446917
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SE063917	ED446920
SE063919	ED446921
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SE063947	ED446926
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SE063953	ED446929
SE063965	ED446930
SE063966	ED446931
SE063972	ED446932
SE063975	ED446933
SE063977	ED446934
SE063979	ED446935

SE063980	ED446936
SE063982	ED446937
SE063987	ED446938
SE063993	ED446939
SE063998	ED446940
SE064006	ED446941
SE064011	ED446942
SE064021	ED446943
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SE064099	ED446946//
SE064100	ED446947//
SE064101	ED446948//
SE064102	ED446949//
SE064103	ED446950//
SE064104	ED446951//
SE064105	ED446952//
SE064106	ED446953//
SE064107	ED446954//
SE064108	ED446955//
SE064109	ED446956//
SE064110	ED446957//
SE064112	ED446958//
SE064131	ED446959
SE064180	ED446960
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SE064184	ED446962
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SE064186	ED446964
SE064209	ED446965
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SE064211	ED446967
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SE064222	ED446972
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SE064242	ED446984
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SE064244	ED446986//
SE064246	ED446987
SE064247	ED446988//
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SE064295	ED446990
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SE - Science, Mathematics, and Environmental Education (continue)

SE064298	ED446993
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SE064300	ED446995
SE064301	ED446996
SE064302	ED446997